

Activity Book 2B

 **Collins**
New
Primary
Maths



Reference

372.

7

CLA



Date _____

Multiple magic

- Describe and extend number sequences and recognise odd and even numbers

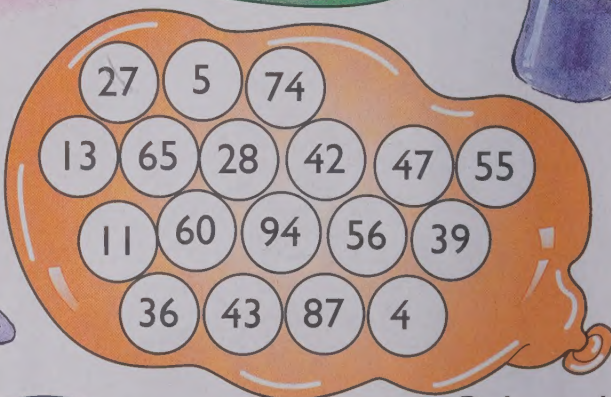
You need:

- coloured pencils

Colour the odd
numbers green

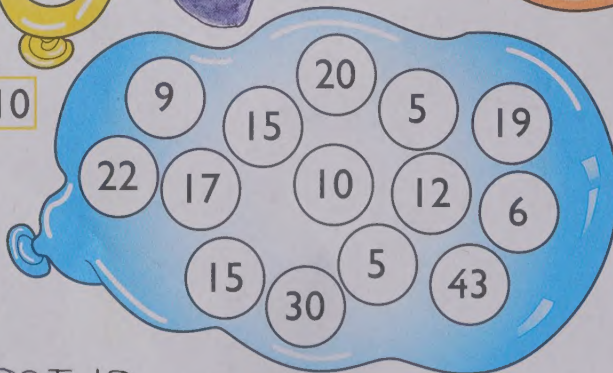


Colour the
multiples of 10
yellow



Colour the
multiples of 2
orange

Colour the
multiples
of 5
blue



OCT 10
0042558
Teacher's notes

372.7 Text Ref

Read the instructions for each balloon to make the letters H A T S.



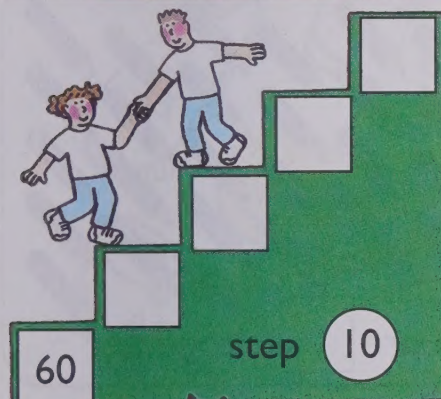
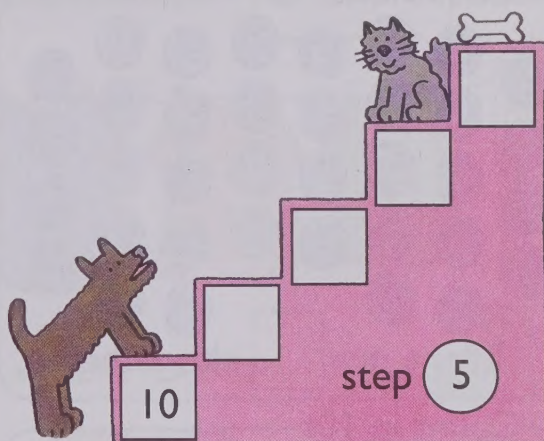
Date _____

steps
✓ 15 ✓ 18

Unit A2 Lesson 2

Counting step by step

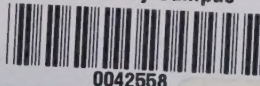
- Describe and extend number patterns and recognise odd and even numbers



Teacher's notes

Look at each step number in the circle, then complete the sequence of numbers.

Rother Valley Campus



0042558

Reference

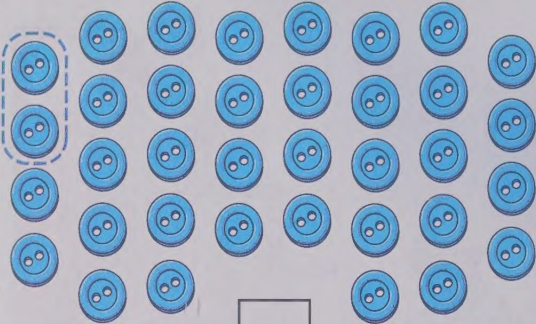


Date _____

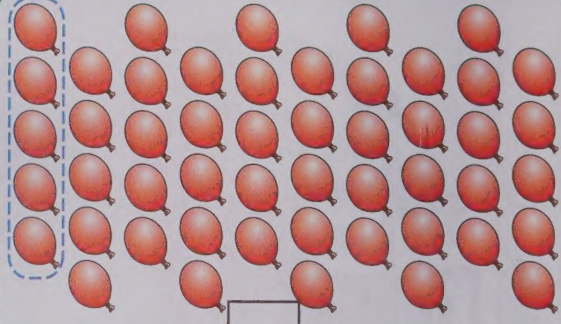
How many 2s, 5s and 10s?

● Count up to 100 objects by grouping them in 2s, 5s and 10s

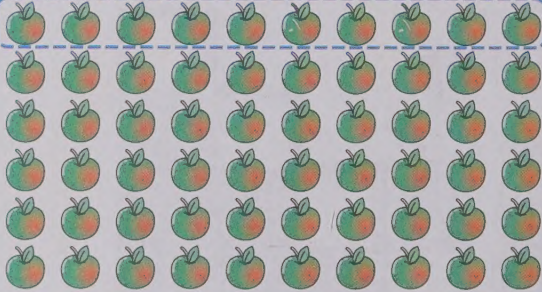
Count in 2s

There are altogether

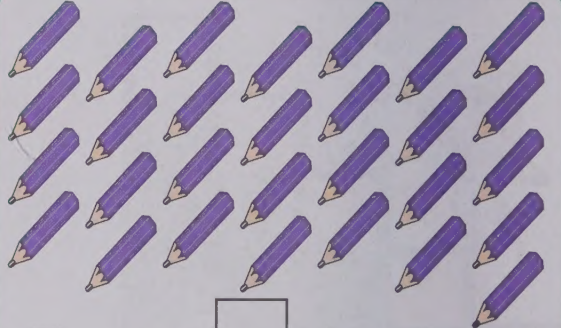
Count in 5s

There are altogether

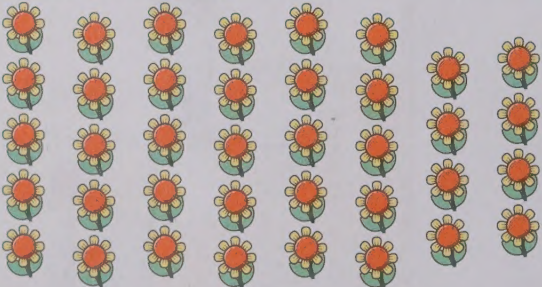
Count in 10s

There are altogether

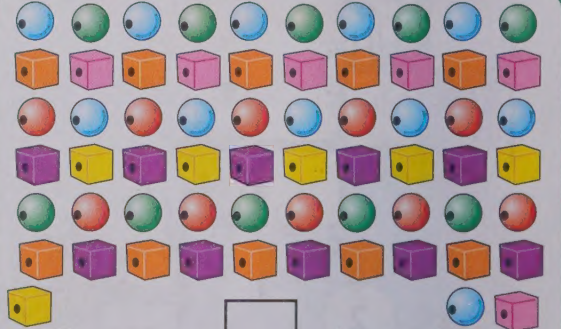
Count in 2s

There are altogether

Count in 5s

There are altogether

Count in 10s

There are altogether

Teacher's notes

Look at each set of objects and count them in twos, fives or tens, circling each set of 2, 5 or 10 as you do so. Write the total for each set in the space provided.

Date _____

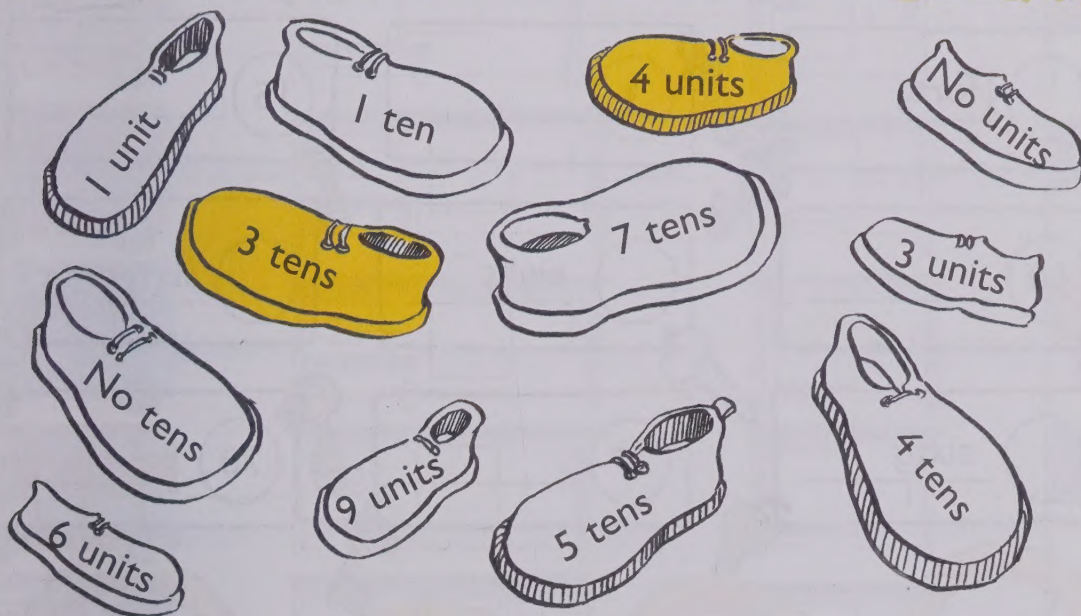
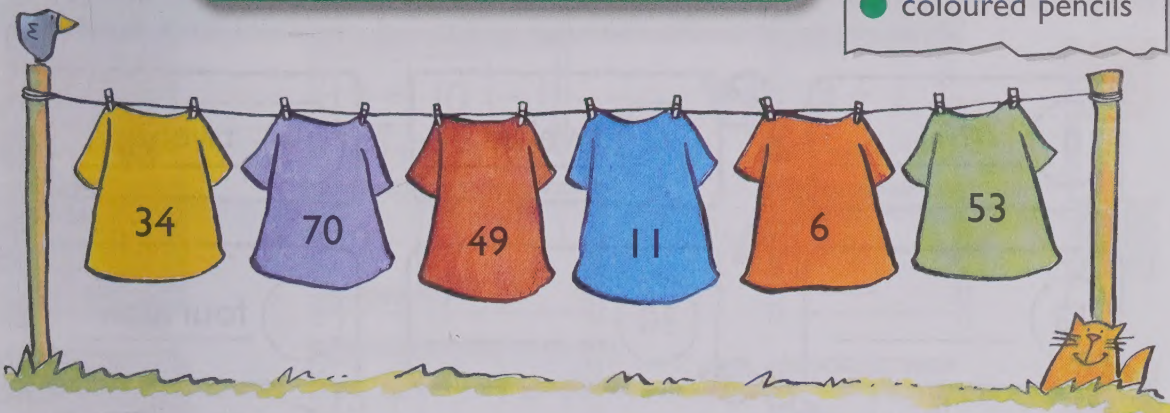


T-shirt tens and units

- Know what each digit in a two-digit number stands for

You need:

- coloured pencils



$$42 = \boxed{} \text{ tens and } \boxed{} \text{ units.}$$

$$55 = \boxed{} \text{ tens and } \boxed{} \text{ units.}$$

$$60 = \boxed{} \text{ tens and } \boxed{} \text{ units.}$$

$$8 = \boxed{} \text{ tens and } \boxed{} \text{ units.}$$

$$91 = \boxed{} \text{ tens and } \boxed{} \text{ unit.}$$

$$19 = \boxed{} \text{ ten and } \boxed{} \text{ units.}$$

Teacher's notes

Top: Look at the numbers on the T-shirts. Colour the trainers showing the same number of tens and units to match.

Bottom: For each number, write in the number of tens and units.



Date _____

Keyring and padlock numbers

- Read and write two-digit numbers in figures and words

 zero

 twelve

 twenty

 fourteen

 forty

 eight

 sixteen

 sixty

thirty two

Teacher's notes

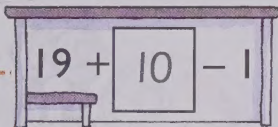
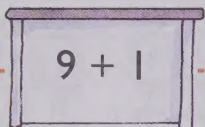
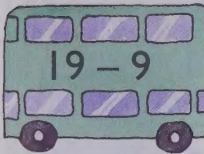
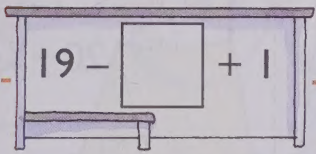
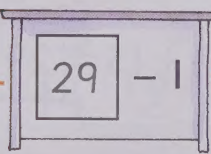
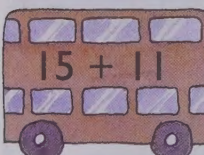
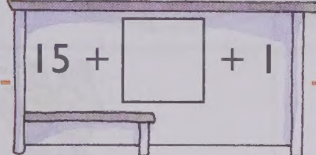
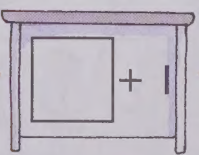
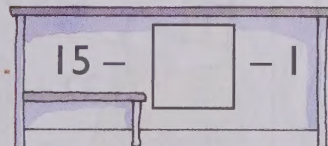
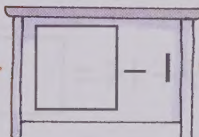
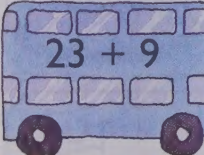
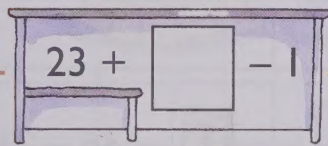
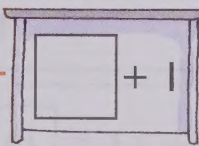
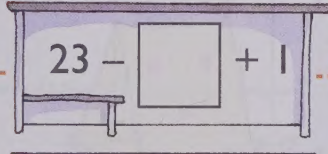
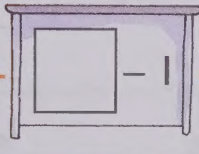
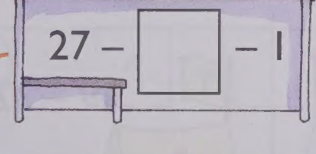
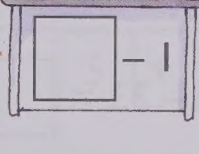
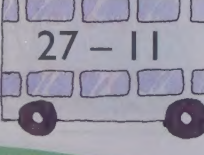
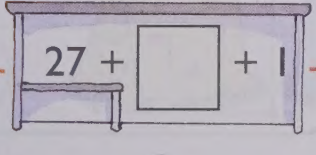
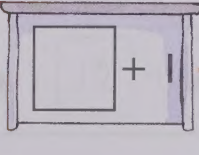
Look at each keyring and padlock. In the spaces provided, where there is a number, write in the matching number name; where there is a number name, write in the matching number.



Date _____

Bus trip calculations

- Add or subtract 9 and 11 by adding or subtracting 10 and adjusting by 1

 $19 + 9$	 $19 + \boxed{10} - 1$	 $9 + 1$	 28
 $19 - 9$	 $19 - \boxed{} + 1$	 $29 - 1$	
 $15 + 11$	 $15 + \boxed{} + 1$	 $\boxed{} + 1$	
 $15 - 11$	 $15 - \boxed{} - 1$	 $\boxed{} - 1$	
 $23 + 9$	 $23 + \boxed{} - 1$	 $\boxed{} + 1$	
 $23 - 9$	 $23 - \boxed{} + 1$	 $\boxed{} - 1$	
 $27 + 11$	 $27 - \boxed{} - 1$	 $\boxed{} - 1$	
 $27 - 11$	 $27 + \boxed{} + 1$	 $\boxed{} + 1$	

Teacher's notes

Look at the number sentence on each bus. Follow the bus route to the answer by completing the calculation on the way. Write the answer in the flag which matches the colour of the bus.



Date _____

Tens and units tents

- Use practical and informal written methods to add and subtract two-digit numbers

$14 + 15 = 29$

$20 + 14 = \square$

$25 + 14 = \square$

$32 + 13 = \square$

$27 - 13 = 14$

$36 - 21 = \square$

$45 - 33 = \square$

$49 - 32 = \square$

Teacher's notes

Addition: Follow the trails to the tents and draw the correct number of spots to show the tens and units.
Subtraction: Cross out the correct number of tens and units to find the answer.

Date _____

Painting addition

● Use + and = to write number sentences



$$\boxed{3} + \boxed{6} = \bigcirc 9$$



$$\boxed{} + \boxed{} = \bigcirc $$



$$\boxed{} + \boxed{} = \bigcirc $$



$$\boxed{} + \boxed{} = \bigcirc $$



$$\boxed{8} + \boxed{2} = \bigcirc 10$$

$$\boxed{4} + \boxed{} = \bigcirc 8$$

$$\boxed{5} + \boxed{} = \bigcirc 11$$

$$\boxed{2} + \boxed{} = \bigcirc 13$$

$$\boxed{9} + \boxed{} = \bigcirc 14$$

$$\boxed{12} + \boxed{} = \bigcirc 15$$

Teacher's notes

Top: Look at the numbers on the palettes and write them in the squares. Then circle the answer on the easel and write it in the circle. There will be eight numbers not circled.

Bottom: Complete the calculations.



Date _____

Egg subtraction

● Use – and = to write number sentences

$$7 - 3 = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$\square - \square = \bigcirc$$

$$17 - \square = 5$$

$$16 - \square = 3$$

$$8 - \square = 8$$

$$12 - \square = 4$$

$$25 - \square = 0$$

$$19 - \square = 12$$



Teacher's notes

Top: Look at the eggs in the nest. Write the numbers on the nest, putting the larger number in the first box.
Then work out the answer.

Bottom: Complete the calculations



2 passengers get off



$10 + 5 = 15$

$$\boxed{15} - \boxed{2} =$$



3 passengers get off.

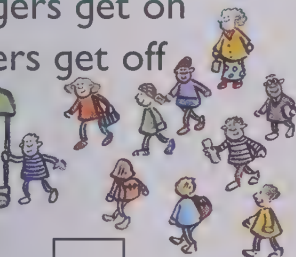


$10 + \square = \square$

$$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$$



4 passengers get off



$10 + \square = \square$

$$\square - \square = \square$$



5 passengers get off

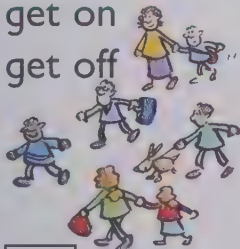


$10 + \square = \square$

$$\square - \square = \square$$



2 passengers get off

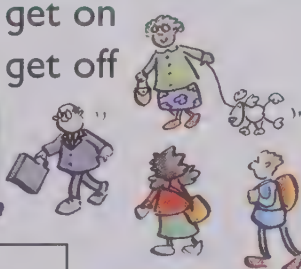


$10 + \boxed{} = \boxed{}$

Figure 1 illustrates the experimental setup. A participant is seated at a table, viewing a screen. The screen displays a 'Stimulus' area containing a 'Target' and a 'Response' area. The participant's hand is positioned over the 'Response' area. The diagram is labeled 'Figure 1' and includes a legend for 'Stimulus' and 'Response'.



6 passengers get off

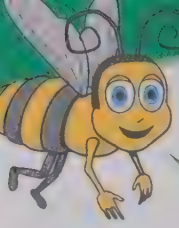


$10 + \square = \square$

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Each bus arrives with 10 passengers. Read the problem and write the addition and subtraction calculations to find the total number of passengers. Write the total in the bus stop.



Date _____

Addition detective

- Know addition facts for each number to at least 10



$$10 + \square = 11$$

$$\square + 2 = 12$$

$$11 + \square = 13$$

$$\square + 2 = 14$$

$$13 + \square = 15$$

$$11 + \square = 16$$

$$\square + 4 = 17$$

$$15 + \square = 18$$

$$\square + 7 = 19$$

$$16 + \square = 20$$



Teacher's notes

The detective is looking for the missing number in each addition calculation. Write the missing number into each number sentence to complete the addition calculations, using addition facts to 10 to help you.

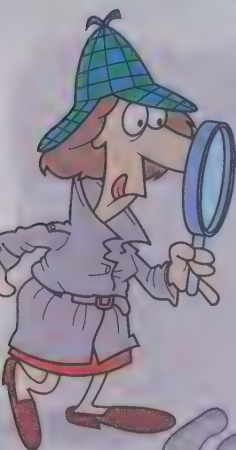


Date _____

Unit 62 Lesson 2

Subtraction sleuth

- Know subtraction facts for each number to at least 10



$$11 - \square = 10$$

$$12 - \square = 12$$

$$13 - \square = 11$$

$$14 - \square = 10$$

$$15 - \square = 12$$

$$16 - \square = 14$$

$$17 - \square = 13$$

$$18 - \square = 15$$

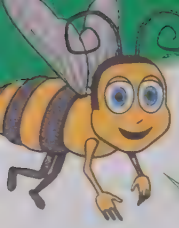
$$19 - \square = 16$$

$$20 - \square = 14$$



Teacher's notes

The detective is looking for the missing number in each subtraction calculation. Write the missing number into each number sentence to complete each one.



Date _____

Football totals

- Know pairs of numbers that total 20 and pairs of multiples of 10 that total 100



$$16 + \bigcirc = 20$$

$$\bigcirc + 60 = 100$$

$$13 + \bigcirc = 20$$

$$20 + \bigcirc = 100$$

$$8 + \bigcirc = 20$$

$$\bigcirc + 90 = 100$$

Teacher's notes

Top: Join the pairs of socks that total 20 and the pairs of boots that total 100.

Bottom: Fill in the missing numbers to make 20 in the first column and 100 in the second.



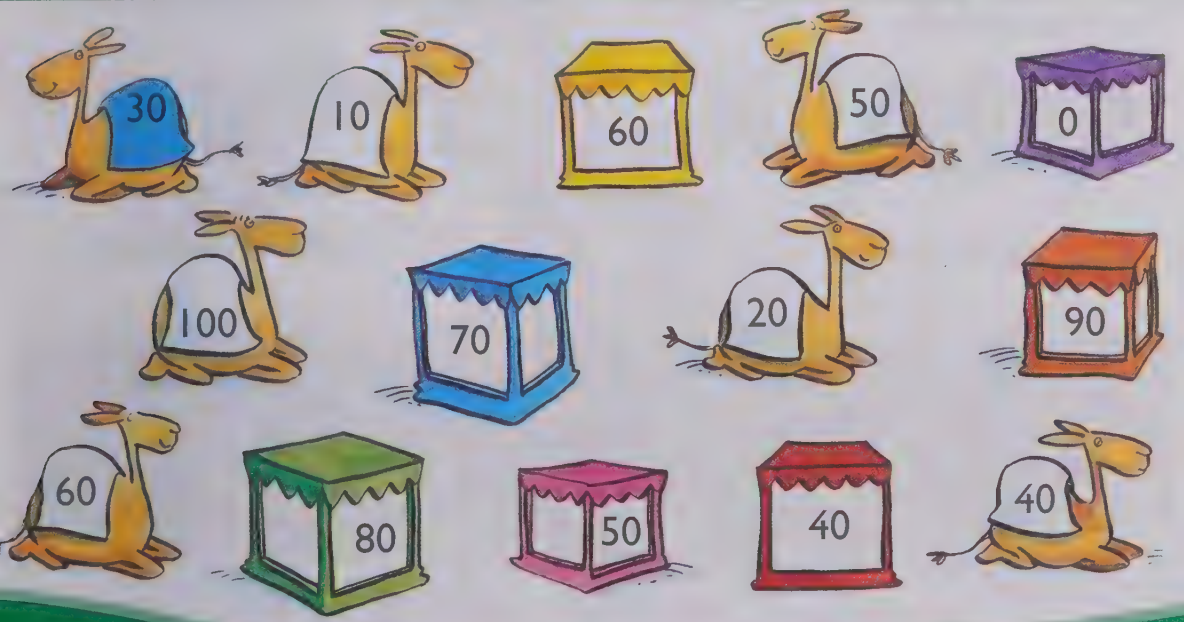
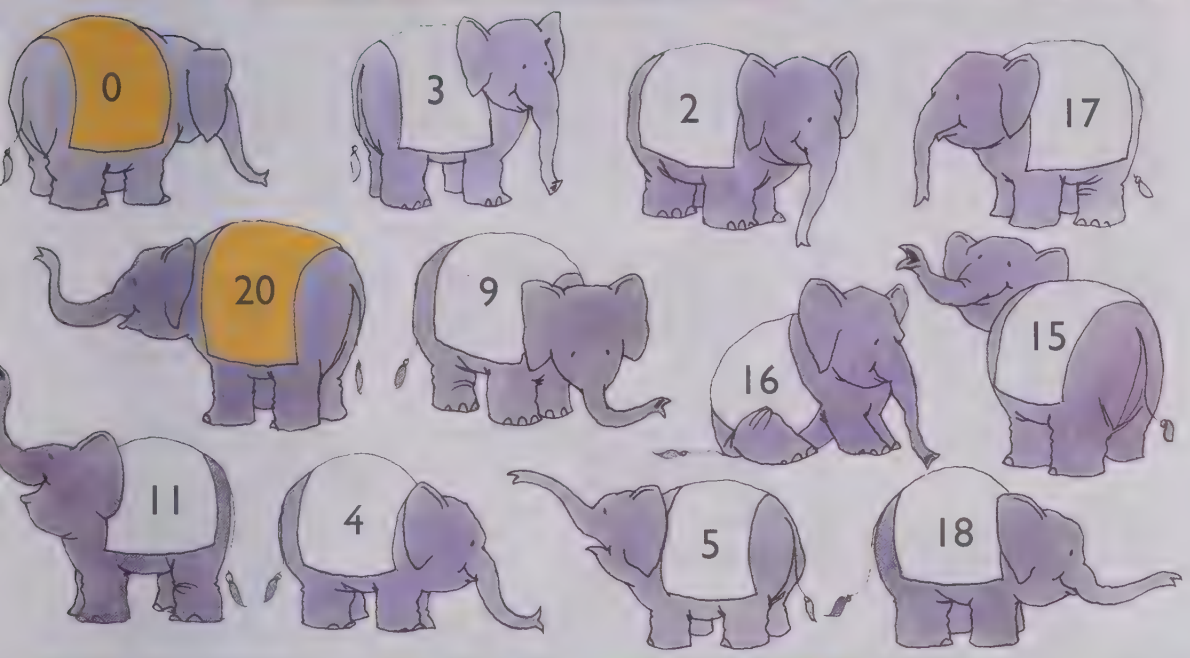
Date _____

Elephant and camel totals

- Know pairs of numbers that total 20 and pairs of multiples of 10 that total 100

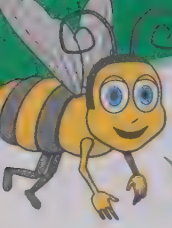
You need:

- coloured pencils



Teacher's notes

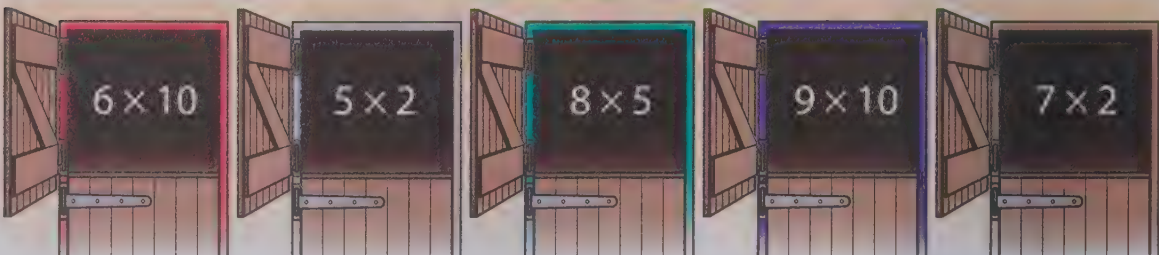
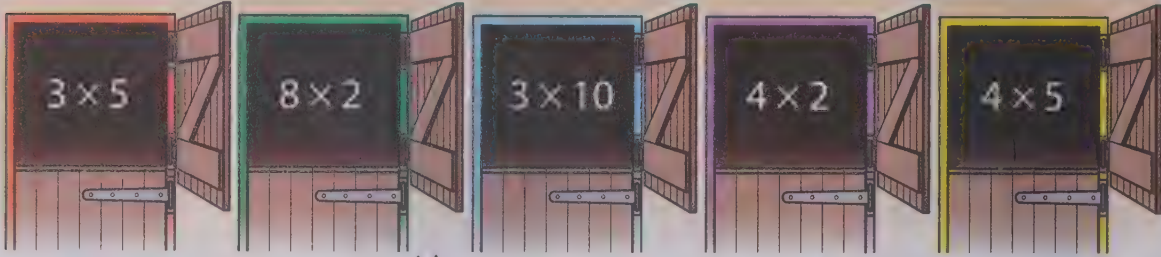
Top: The elephants usually stand in pairs so that their total is 20. Colour each elephant to match its partner so that their total makes 20.
 Bottom: Colour each camel's blanket to match the howdah which together give a total of 100.



Date _____

Stables times tables

- Know multiplication facts for the 2, 5 and 10 times tables



Teacher's notes

Complete the multiplication fact on each stable by drawing a line to match it with the horse showing the correct answer.



Date _____

Moneybox maths

● Solve problems about money

Lyn had  20p to spend.

She bought  and   

$$\boxed{7p} + \boxed{5p} = \boxed{12p}$$

She spent  .

$$\boxed{20p} - \boxed{12p} = \boxed{8p}$$

She had p change left.

Tom had  18p to spend.

He bought  and   

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

He spent  .

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

He had p change left.

Joshi had  22p to spend.

He bought  and   

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

He spent  .

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

He had p change left.

Jon had  22p to spend.

He bought  and   

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

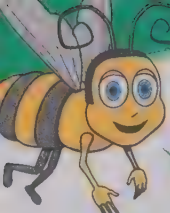
He spent  .

$$\boxed{} \bigcirc \boxed{} \bigcirc \boxed{}$$

He had p change left.

Teacher's notes

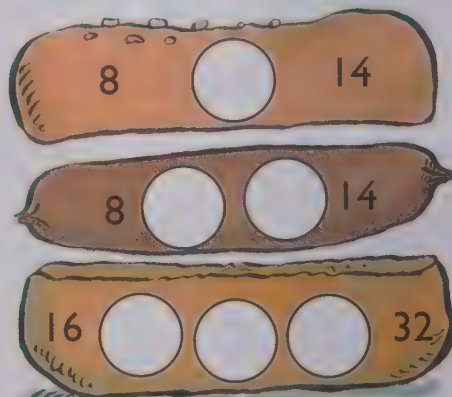
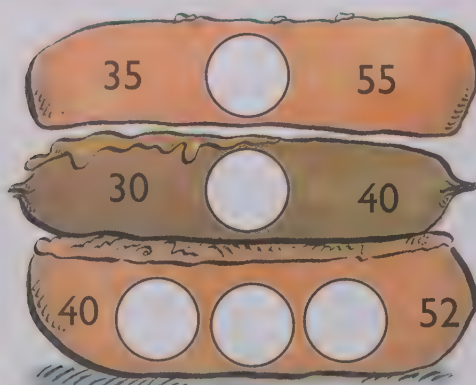
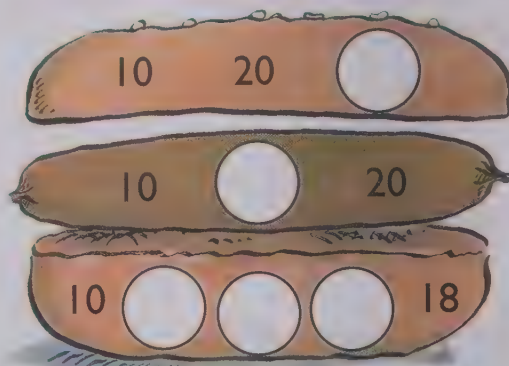
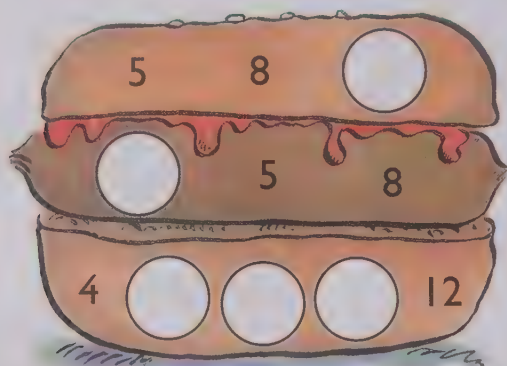
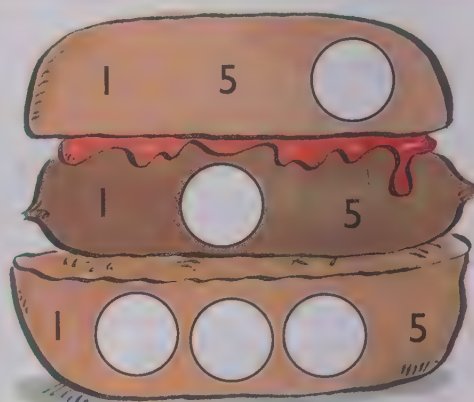
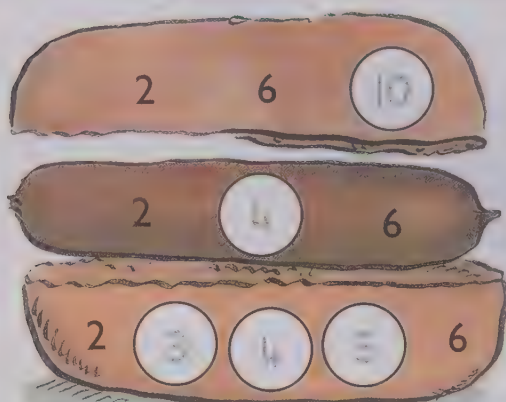
Look at each problem. First calculate how much each child has spent and then work out how much change each child is left with.



Date _____

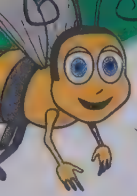
Hotdog sequences

Describe and continue number patterns



Teacher's notes

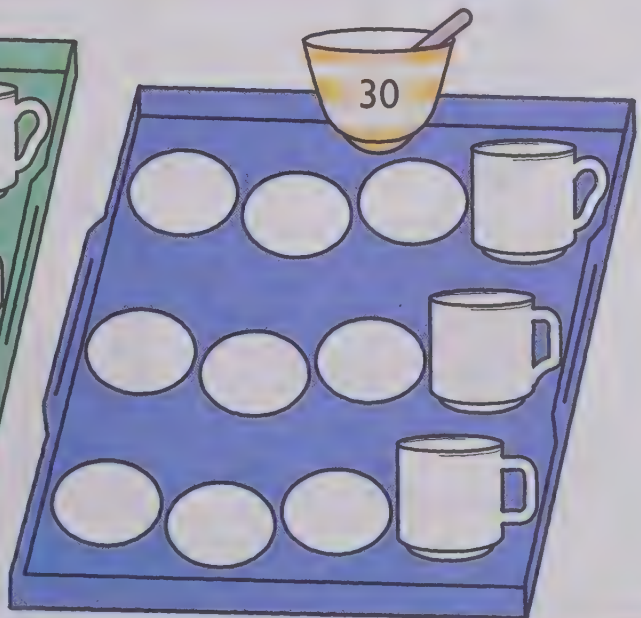
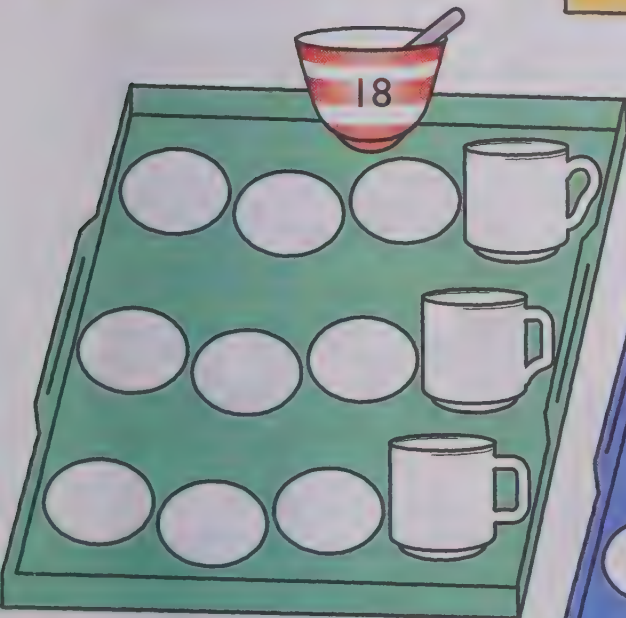
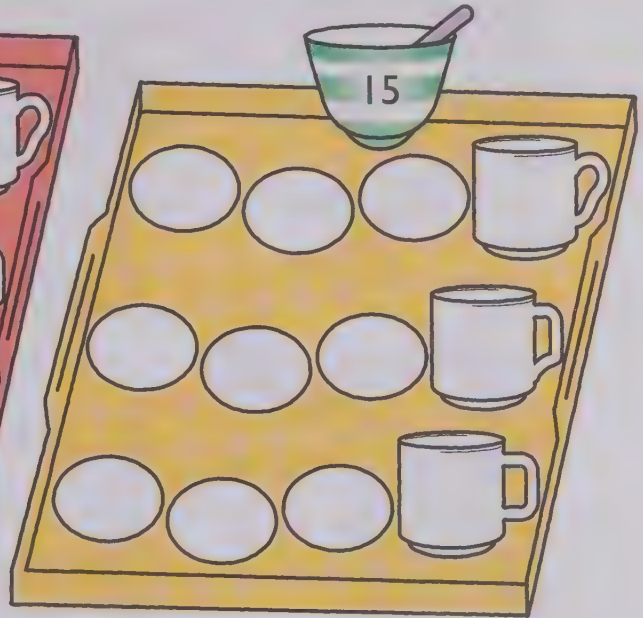
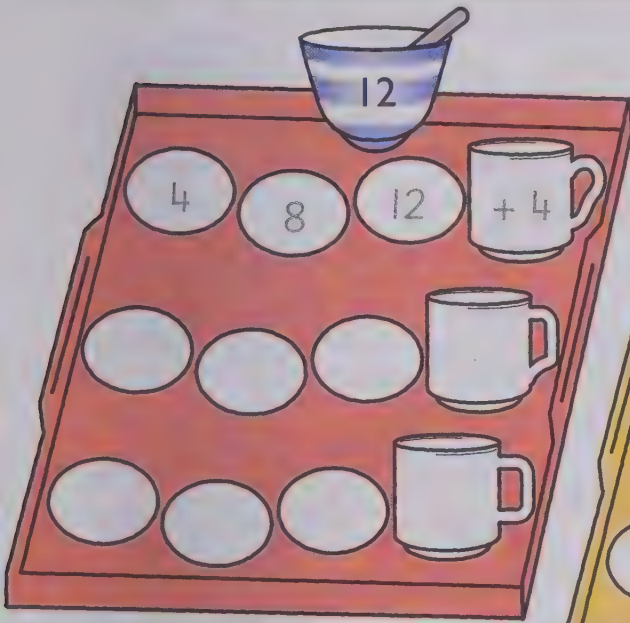
Complete the sequence of numbers in each section of the hotdogs.



Date _____

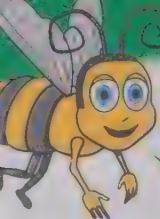
Teatime sequences

- Describe patterns and relationships involving numbers



Teacher's notes

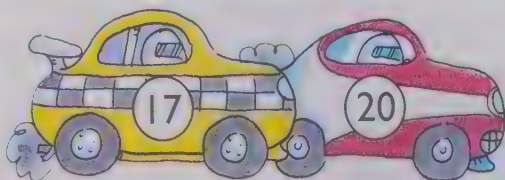
Look at the number on the sugar bowl and use it in three different sequences.
Write the step rule on the mug.



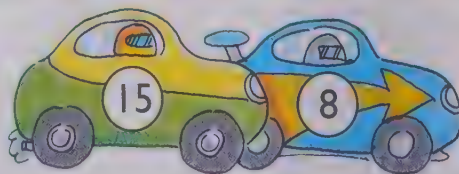
Date _____

Racing car numbers

Describe patterns and relationships involving numbers



17 is odd 20 is bigger is smaller
 is even The difference is 3



is odd is bigger is smaller
 is even The difference is



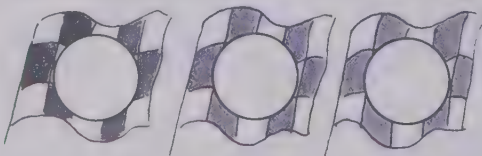
is odd is bigger is smaller
 is even The difference is



is odd is bigger is smaller
 is even The difference is



Write the numbers, smallest to largest

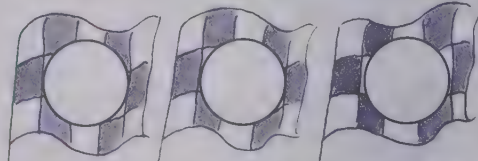


Odd numbers Even numbers

and are closest



Write the numbers, smallest to largest



Odd numbers Even numbers

and are closest

Teacher's notes

Top: Use the numbers on the cars to complete the sentences.

Bottom: Order the numbers on the cars by writing them on the flags, smallest to largest.

Now complete the information in the spaces underneath.



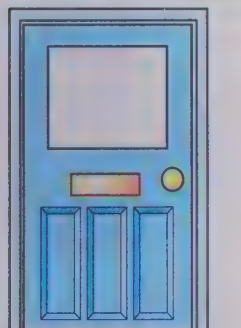
Date _____

House numbers

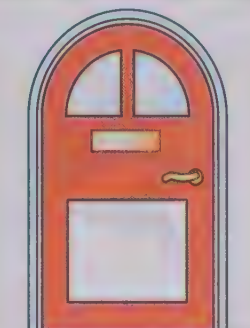
- Read and write two-digit and three-digit numbers in figures and words

You need:

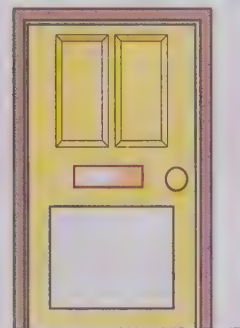
- red and yellow coloured pencils



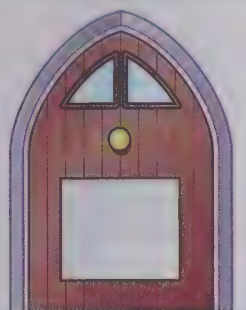
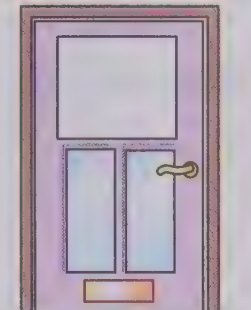
nineteen



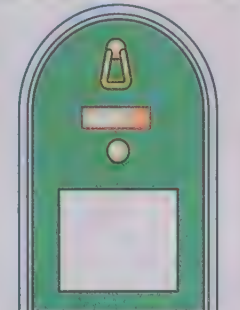
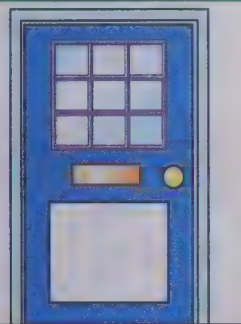
thirty four



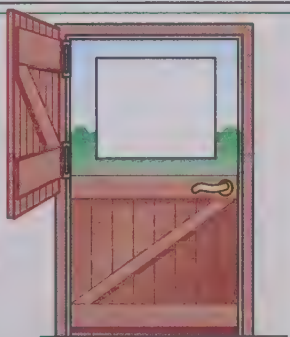
sixty three

one hundred and
twenty one

ninety eight

one hundred and
thirty seven

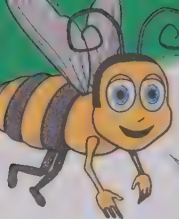
forty six

one hundred and
twelve

seventy nine

Teacher's notes

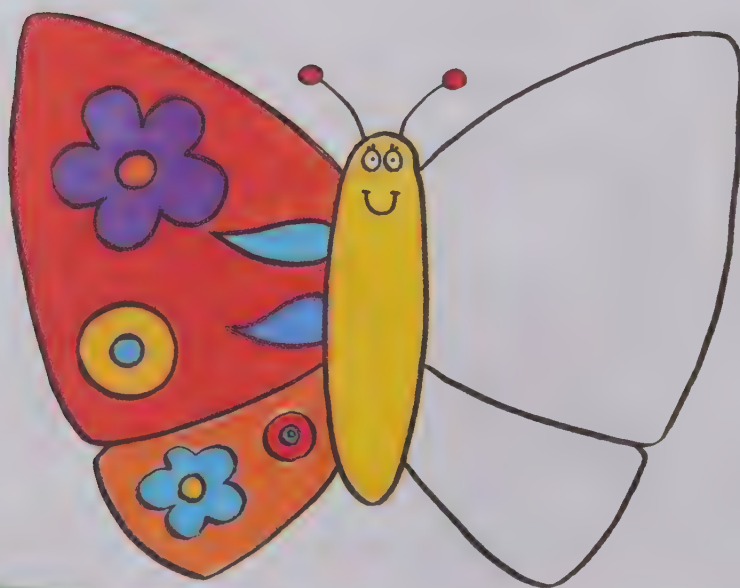
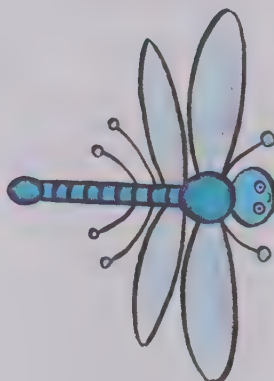
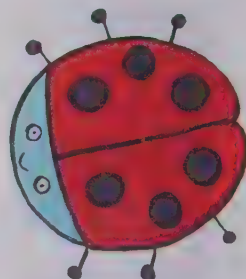
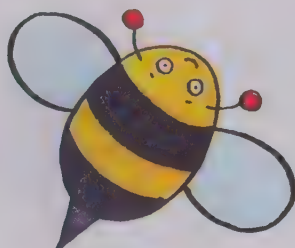
Look at the number name for each door and write the correct number on the door.
Colour the even number names in red and the odd number names in yellow.



Date _____

Animal symmetry

● Draw a line of symmetry on a shape



You need:

- mirror
- ruler
- coloured pencils

Teacher's notes

Top: Use your mirror to find the line of symmetry on each animal and then draw it with a pencil and ruler.
Bottom: Complete the pattern on the large butterfly to make it symmetrical.



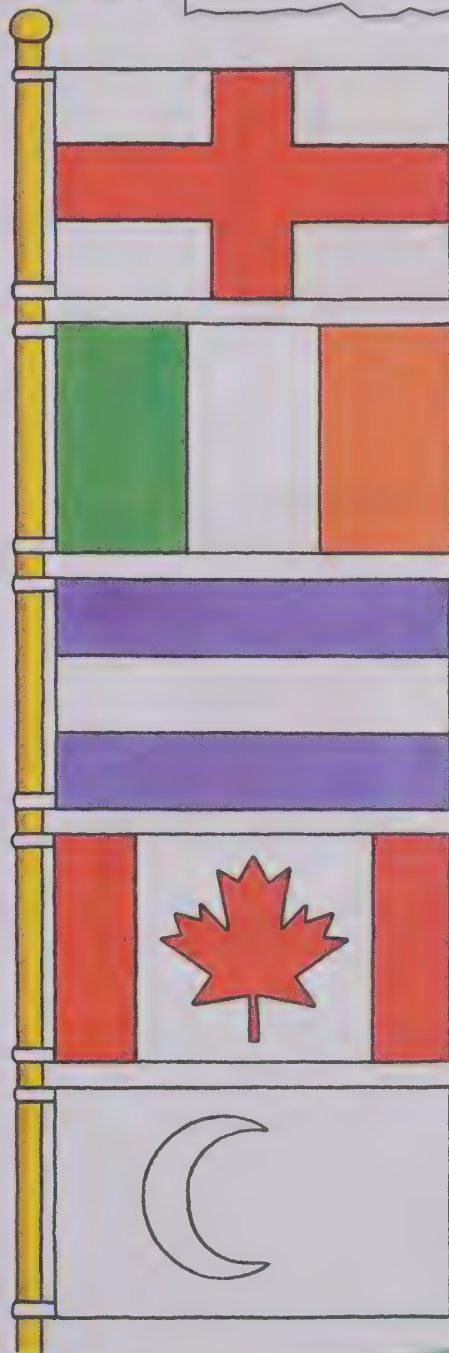
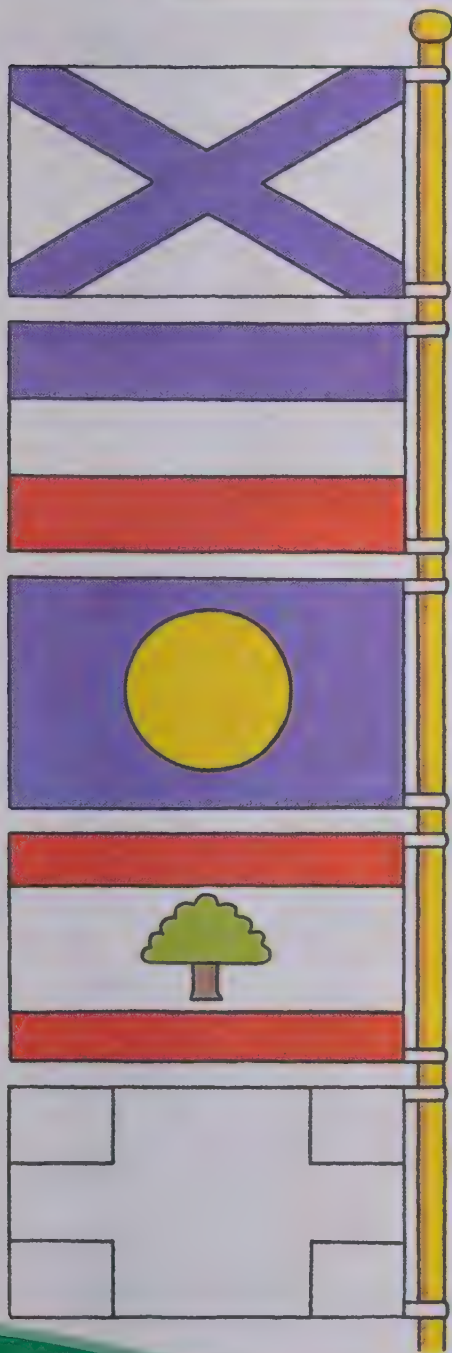
Date _____

Symmetrical flags

- Draw a line of symmetry on a shape

You need:

- ruler
- coloured pencils



Teacher's notes

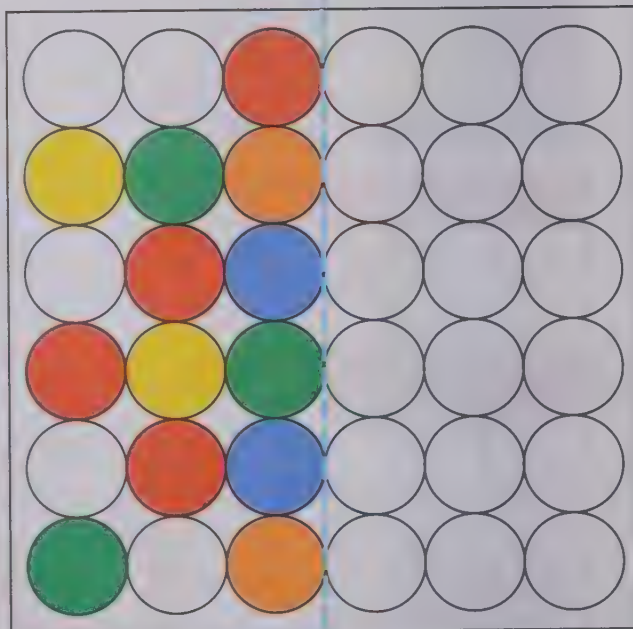
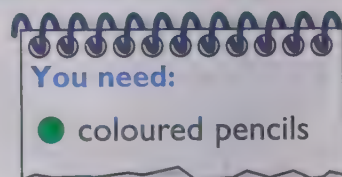
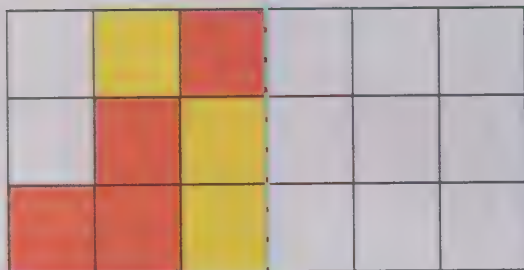
Draw the line of symmetry with a coloured pencil and a ruler. In the last row, draw the line of symmetry and colour the flags.



Date _____

Pattern matching

● Make a symmetrical pattern using coloured tiles



Teacher's notes

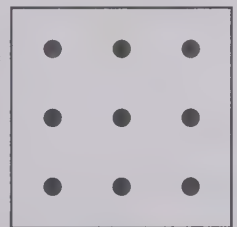
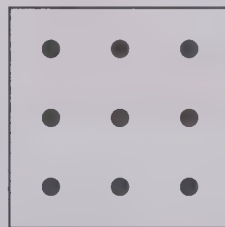
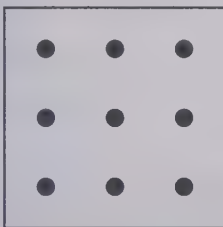
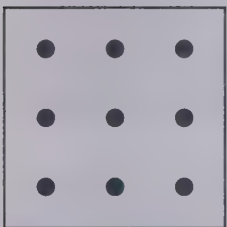
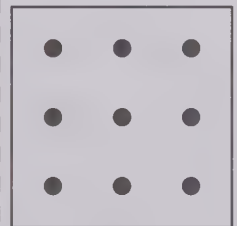
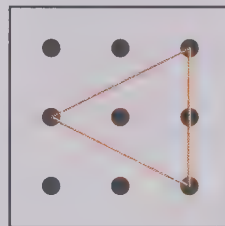
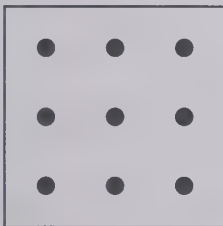
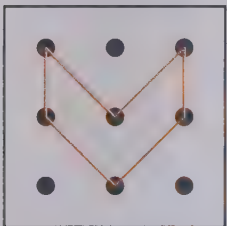
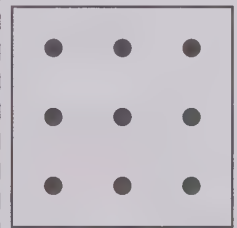
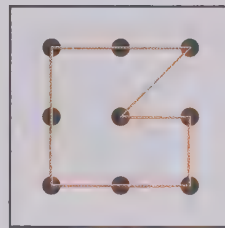
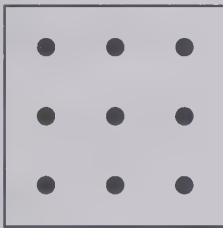
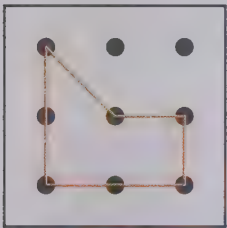
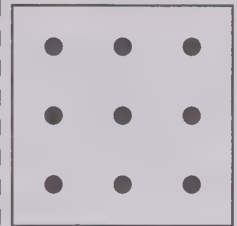
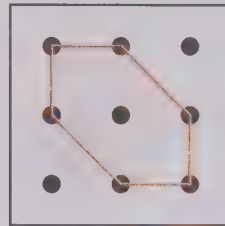
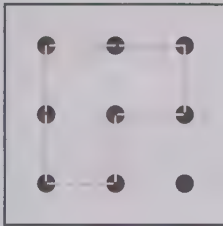
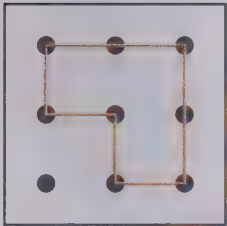
Complete each pattern by colouring the matching half shape.



Date _____

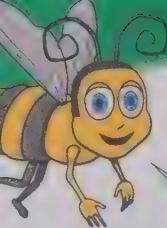
Pinboard patterns

- Complete a symmetrical picture by drawing the 'other half'



Teacher's notes

Look at each pair of pinboards and the line of symmetry between them. Complete the pattern to make each pair of pinboards symmetrical. Then design some shapes of your own.



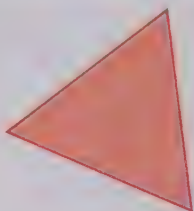
Date _____

Sides and corners

Count the number of sides and corners and name the shape

sides

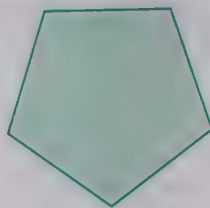
corners



Name

sides

corners



Name

sides

corners



Name

sides

corners



Name

sides

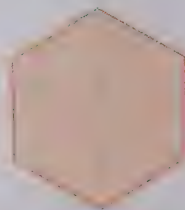
corners



Name

sides

corners



Name

sides

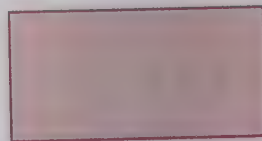
corners



Name

sides

corners



Name

Teacher's notes

Count the number of sides and corners for each shape. Write the name of the shape.



Date _____

Fruit weights

- Estimate, measure and compare weight in kilograms

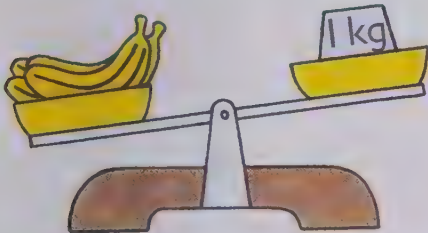


The apples are
.....lighter..... than 1 kg.

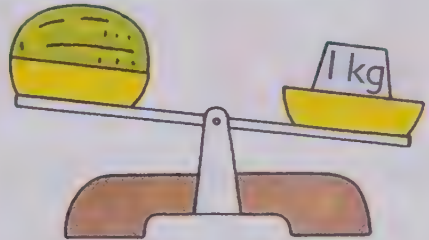
The apples are lighter / heavier than the oranges.



The oranges are
..... than 1 kg.



The bananas are
..... than 1 kg.



The melon is
..... than 1 kg.

The bananas are lighter / heavier than the melon.



The cherries are
..... than 1 kg.



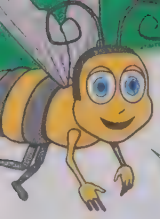
The peaches are
..... than 1 kg.

The cherries are lighter / heavier than the peaches.

Teacher's notes

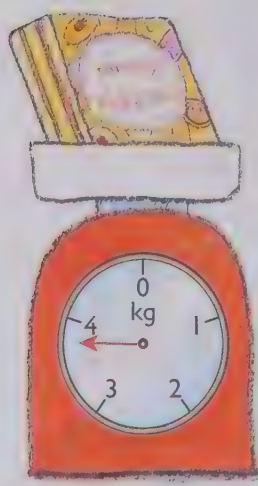
In each row, look at the two fruits and decide whether they are lighter or heavier than 1 kg. Then compare the two fruits and circle the correct word in the sentence underneath.

Date _____

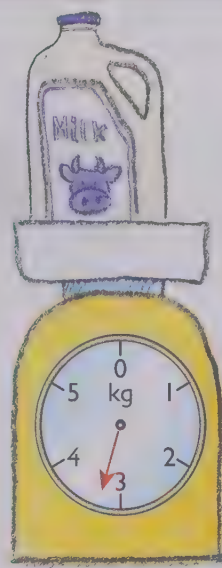


Reading a scale

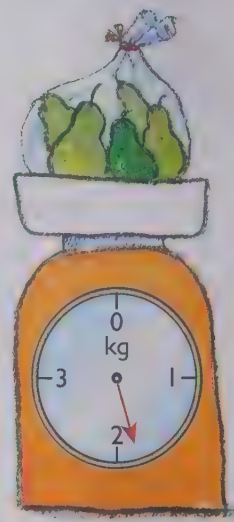
● Read numbers on a scale



about kg heavy



about kg heavy



about kg heavy



Liz is about kg heavy.

Leonie is about

Laura is about



Liz



Leonie



Laura

Order by weight:

1 2 3

Teacher's notes

Tip: Look at the kitchen scales and write the weight of each object in the nearest kilograms.
Bottom: Look at the weight of each triplet, then order the triplets from heaviest to lightest.

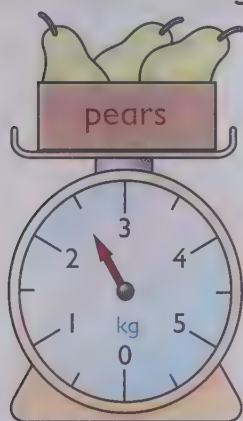


Date _____

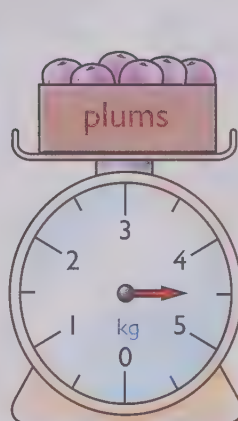
Market day weights

- Read numbers on a scale to the nearest $\frac{1}{2}$ kg and read scales marked in 5s and 10s

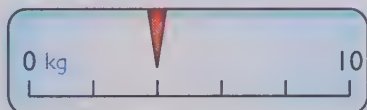
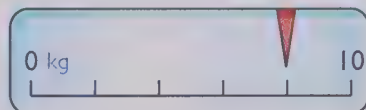
Write the weight of each box in kilograms.

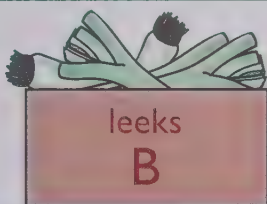

 kg

 kg

 kg

 kg

Write each weight to the nearest division.


 kg

 kg

 kg

 kg


B is $\frac{1}{2}$ kg heavier than A.

 kg


C is 2 kg lighter than A.

 kg


D is double the weight of B.

 kg

Teacher's notes

Top: Find the weight shown by the arrow on each scale.

Bottom: Work out the weight of each box to the nearest $\frac{1}{2}$ kilogram.

Date _____

Creepy crawlies

- Sort objects and use diagrams to show how they were sorted

..... creepy crawlies

..... creepy crawlies

Teacher's notes

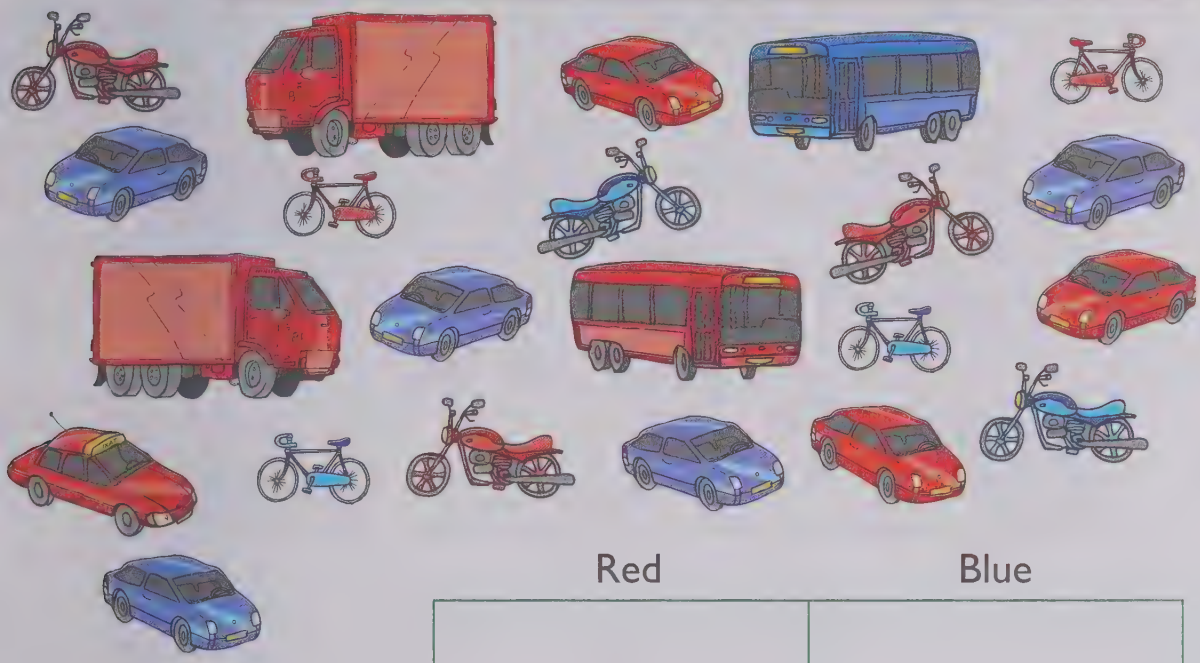
Decide how to sort the animals. Write a heading for each of the top two sets. Cross out with animal and make a tick in the correct set. Count the ticks and write the totals in the boxes. Complete the sentence. Sort the animals in a different way using the lower two sets.



Date _____

Sorting vehicles

● Sort objects and use diagrams to show how they were sorted



Red

Blue

2 wheels

4 wheels



There are blue vehicles with 4 wheels.

There are red vehicles with 2 wheels.

There are vehicles with 2 wheels.

Teacher's notes

Criss out each vehicle and make a tick in the correct set. Count the ticks and write the totals in the circles. Complete the sentences.

Date _____

Prize numbers

You need:

- 1-6 dice
- coloured pencils

- **Make a block graph**



Toy

Teacher's notes

Date _____



Stamp block graphs

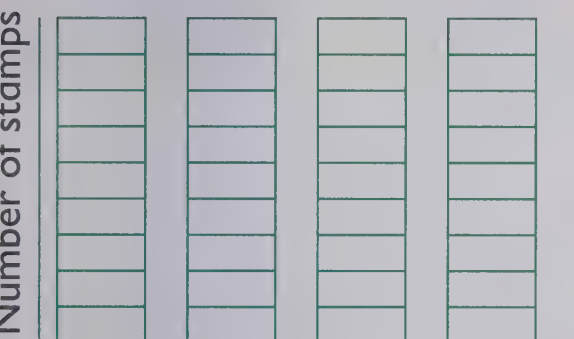
● Make a block graph

You need:

● coloured pencils

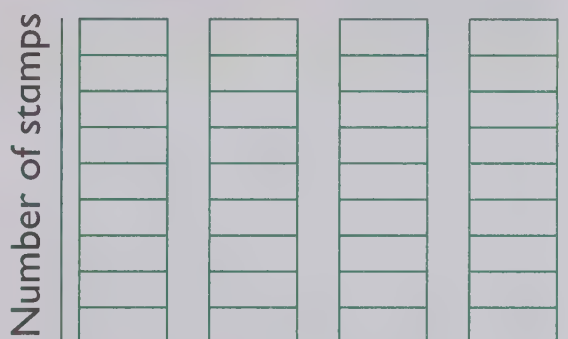


Colour of stamps



Blue Red Yellow Orange

Colour



Price

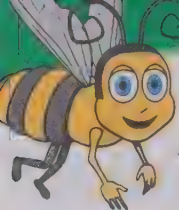
There are blue stamps. The most popular stamp is worth .

There are 15p stamps. There are stamps altogether.

There are more red stamps than blue stamps.

Teacher's notes

In the first block graph fill in a square for each colour of stamp. In the second block graph fill in a square for each price. Label the graph. Now complete the sentences.



Date _____

Fairground favourites

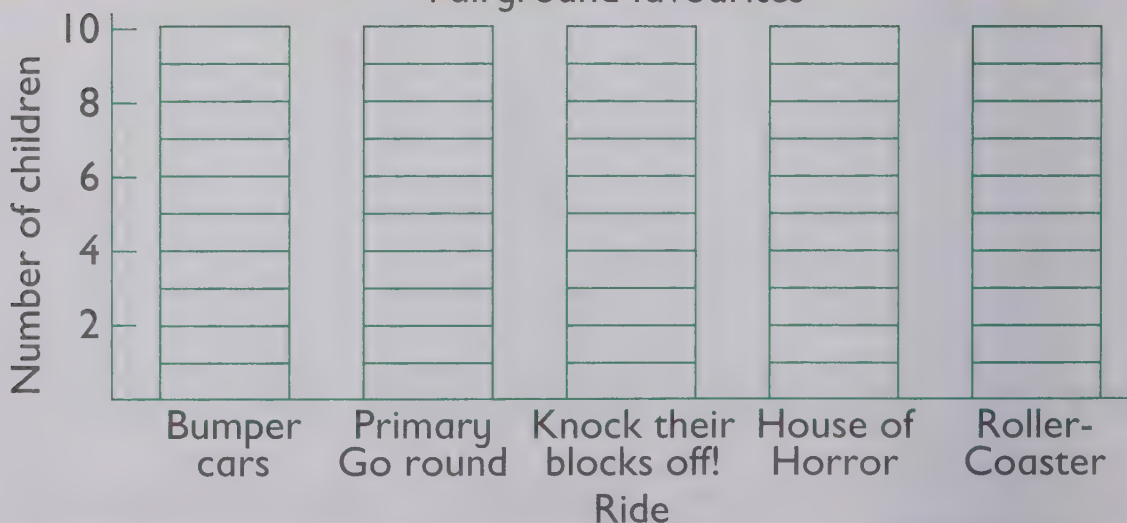
● Make block graphs

You need:

● coloured pencils



Fairground favourites



The most popular activity is

Teacher's notes

Count the children in each queue. Colour a block for each child. Complete the block graph. Complete the sentences.



Date _____

Rollers

- Organise information and make block graphs

You need:

- 4 objects of different size and shape
- coloured pencils
- metre rule or tape measure

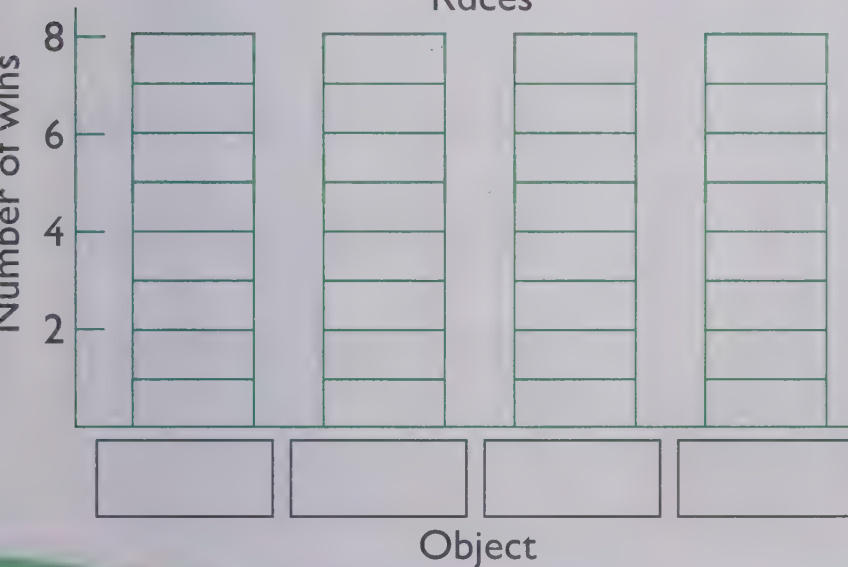


Distances

smallest

largest

Races



The

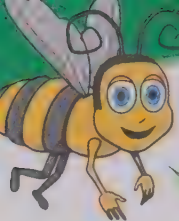
won the most races.

The

travelled furthest.

Teacher's notes

Each person takes one object. They should be of different sizes and shapes. Roll each object three times. Write down the distances each object travels. Now order the distances from smallest to largest. Complete the sentences and bar graph.



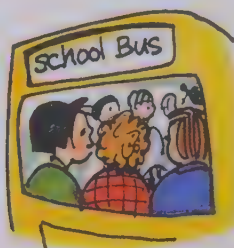
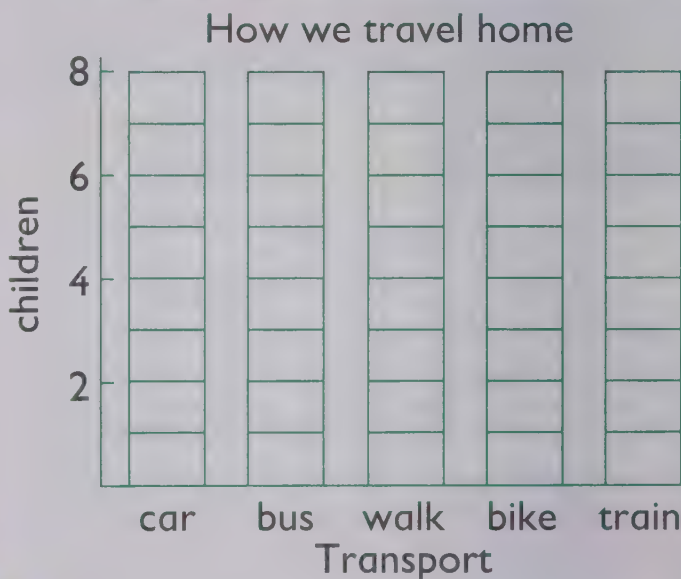
Date _____

Going home

- Sort objects and use diagrams to show how they were sorted
- Organise information and make block graphs

Sai	car	alone
Ann	bus	not alone
Cas	walk	not alone
Mel	car	not alone
Isa	bus	alone
Sid	car	not alone
Zid	walk	not alone
Sue	bus	not alone
Pat	walk	not alone
Yuk	car	alone
Joe	car	not alone
Rao	bike	not alone
Ed	train	not alone
Tom	bike	alone
Con	car	alone
San	walk	not alone
Ari	bus	alone
Zoe	car	not alone

	By Car	Not by car
Alone	☐	☐
Not Alone	☐	☐



The most common way to travel home is

☐ children travel alone by bus.

Teacher's notes

Make a tick for each child in the correct set. Count the ticks and write the totals in the circles.
Fill in a block for each child to complete the block graph. Complete the sentences.

Date _____



Triple addition flags

● Add more than two numbers

2	+	5	+	1	=	8
1	+	5	+	2	=	8
2	+	1	+	5	=	8

2	+	3	+	6	=	
6	+		+	2	=	
2	+		+		=	

2	+	3	+	5	=	
5	+		+		=	
	+		+		=	

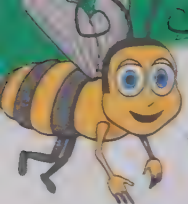
3	+	1	+	4	=	
	+	3	+	1	=	
1	+		+	3	=	

1	+	7	+	2	=	
7	+		+		=	
	+		+		=	

4	+	2	+	3	=	
	+		+		=	
	+		+		=	

Teacher's notes

Complete the top calculation. Then, using the same numbers, find two different ways of completing the calculation. For each set, the answers must be the same.



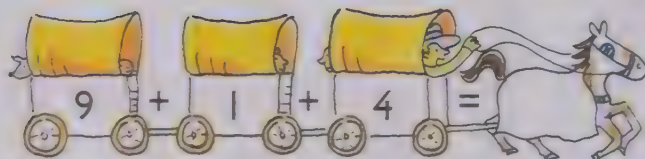
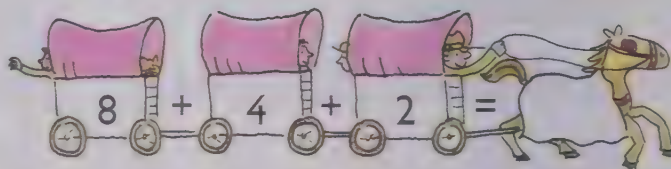
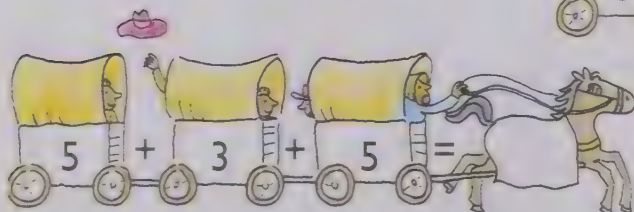
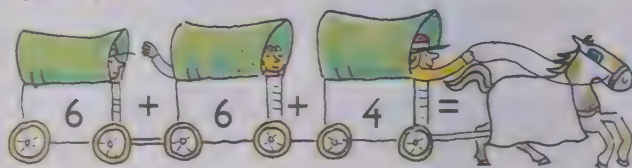
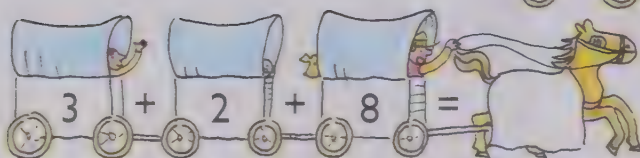
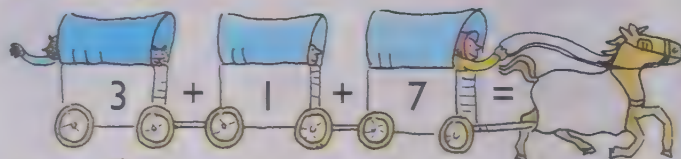
Date _____

Wagons ho! addition

● Add more than two numbers

You need:

● coloured pencils



Teacher's notes

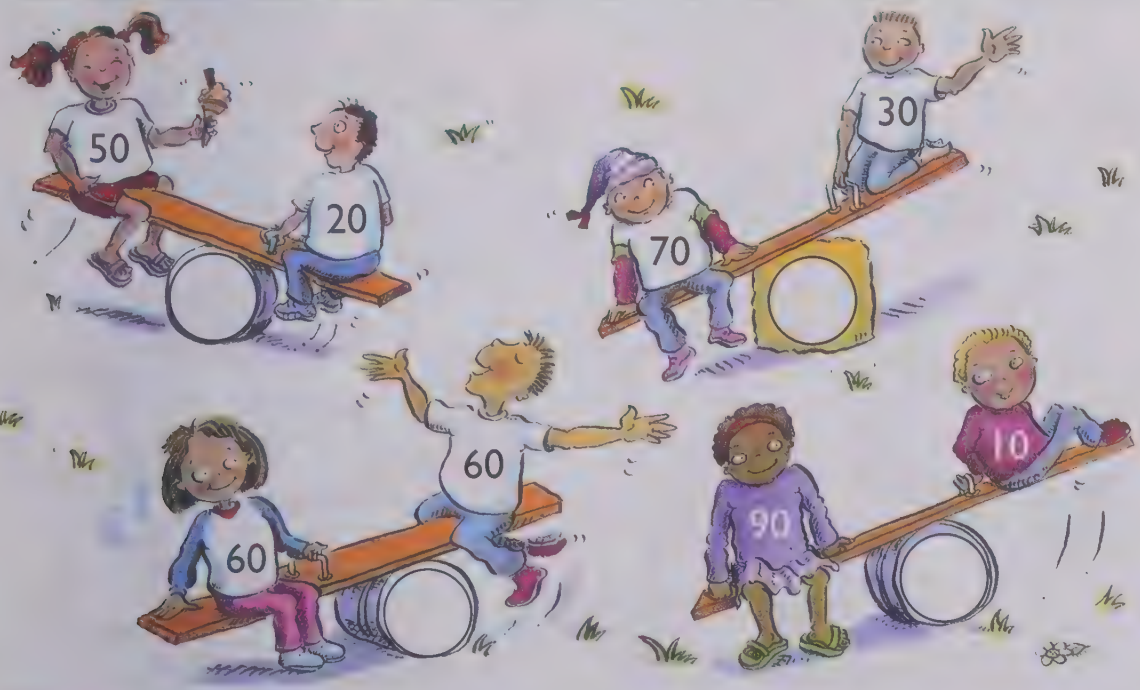
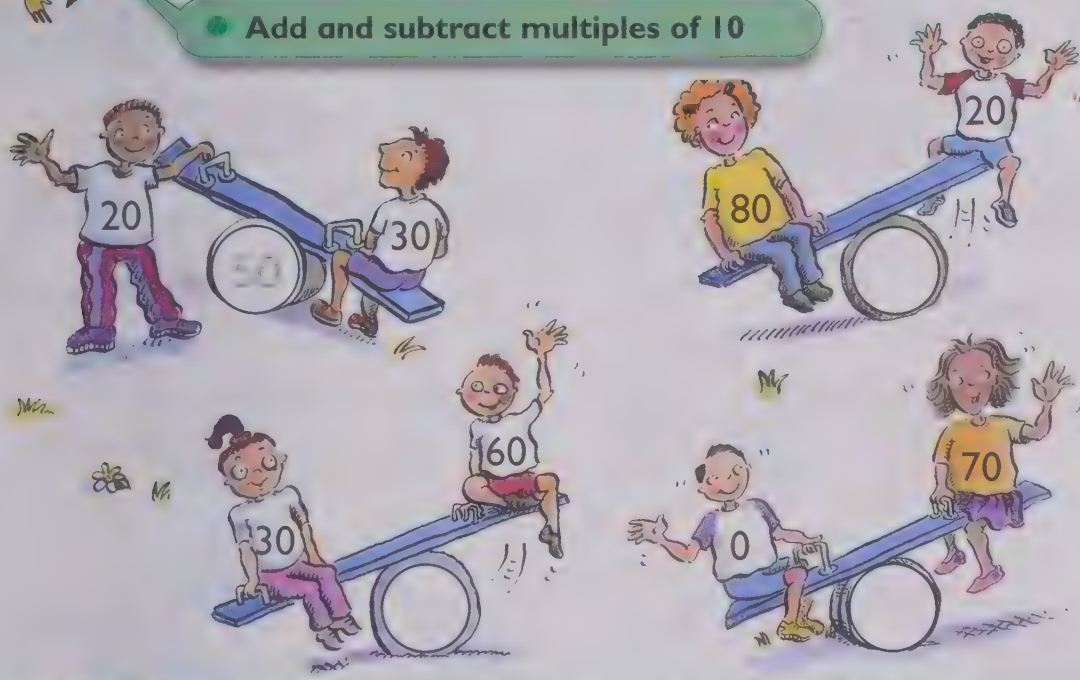
For each calculation, colour the two wagons that add up to 10. Then add all three numbers and write the total on the horse's saddle.



Date _____

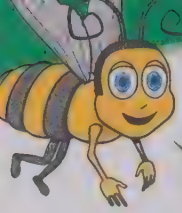
Seesaw tens

● Add and subtract multiples of 10



Teacher's notes

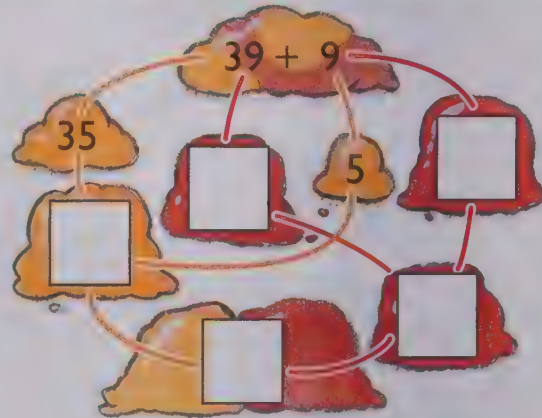
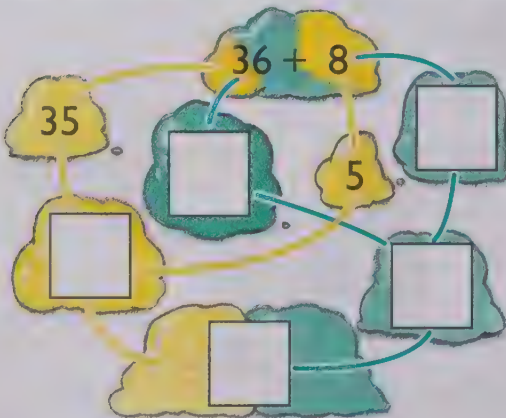
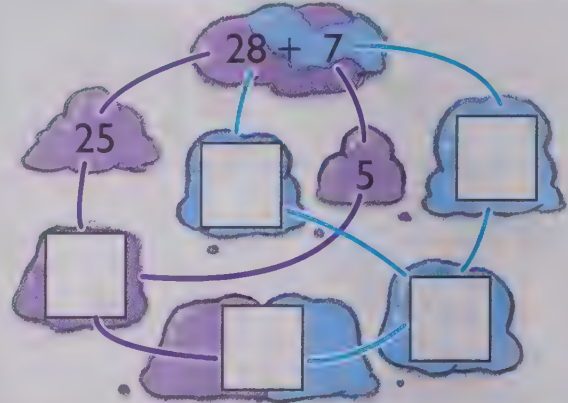
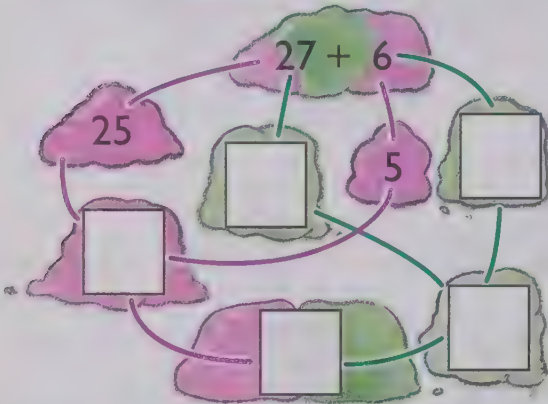
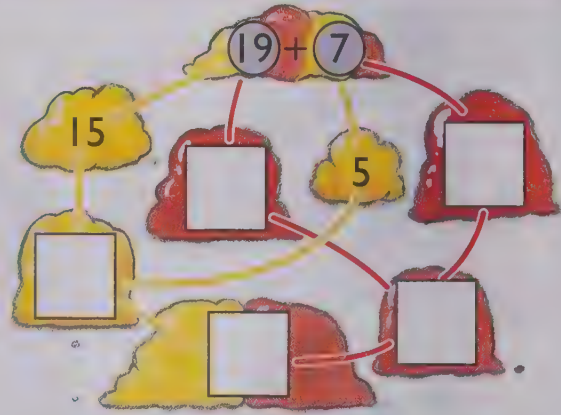
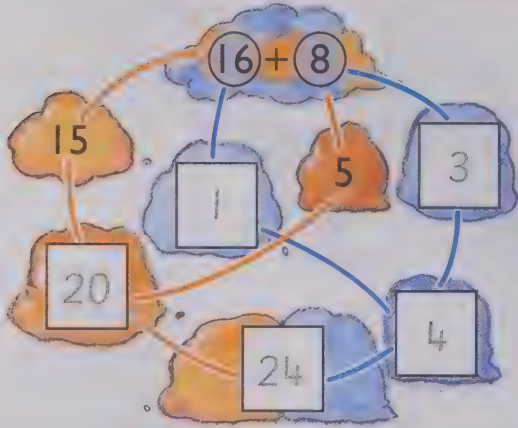
Top: Add the two numbers on the blue seesaws and write the answer in the middle.
 Bottom: Subtract the two numbers on the orange seesaws and write the answer in the middle.



Date _____

Playdough problems

- Use practical and informal written methods to add



Teacher's notes

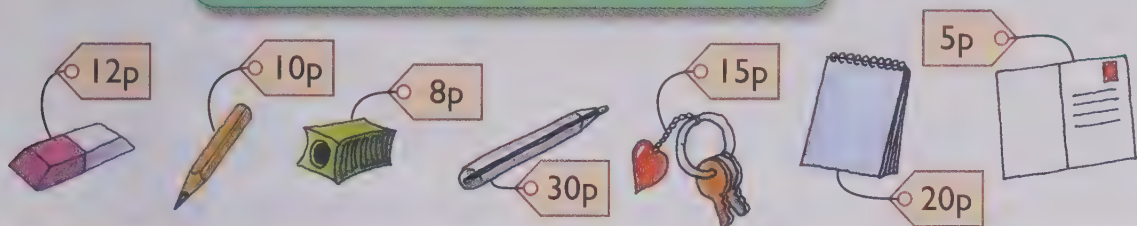
Partition each of the numbers shown on the playdough calculations into '5 and a bit' and write the missing numbers at each stage to complete the calculation.



Date _____

Souvenir shopping

● Solve problems about money



Ben had 35p to spend.

He bought  and 

$$\boxed{10} \text{ p} + \boxed{5} \text{ p} = \boxed{} \text{ p}$$

Ben spent $\boxed{}$ p altogether.

$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Ben had $\boxed{}$ p change left.

Yasmin had 40p to spend.

She bought  and 

$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Yasmin spent $\boxed{}$ p altogether.

$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Yasmin had $\boxed{}$ p change left.

Naomi had 45p to spend.

She bought  and 

$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Naomi spent $\boxed{}$ p altogether.

$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Naomi had $\boxed{}$ p change left.

Theo had 50p to spend.

He bought  and 

$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Theo spent $\boxed{}$ p altogether.

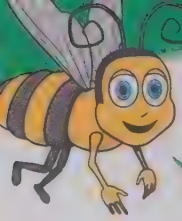
$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Theo had $\boxed{}$ p change left.

Teacher's notes

Look at each problem and write the addition and subtraction calculations to find out how much each child spent on souvenirs and the change each had left.



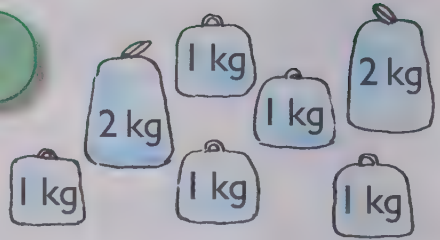


Date _____

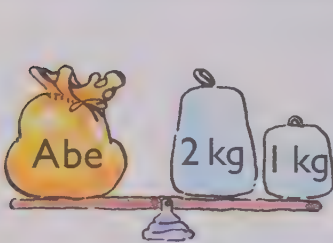
Weight in gold

- Decide what calculation to do to solve a problem

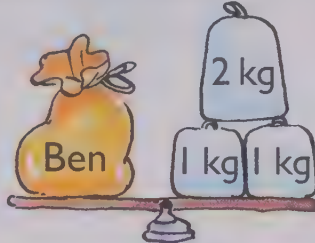
The pirates are weighing their bags of gold coins with these weights.



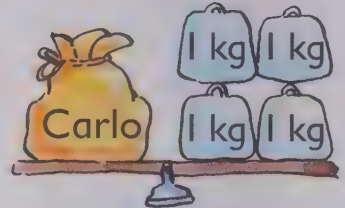
Write how many kilograms of gold coins each pirate has.



Abe has kg.



Ben has kg.



Carlo has kg.

Pirate Dan has 5 kg of gold coins.

How many different ways can he make a weight of 5 kg?



Way 1  +  + = 5 kg

Way 2 = 5 kg

Way 3 = 5 kg

Enrico has twice as much gold as Carlo.

Draw the weights in the space on the balance scale.



Teacher's notes

Read each word problem then write or draw your answers in the spaces provided.



Date _____

Weightlifting problems

- Decide what calculation to do to solve a problem

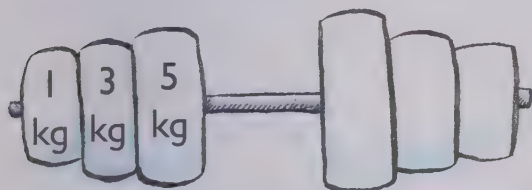


Tom can lift kg.

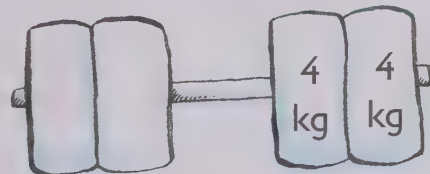


Enya can lift kg.

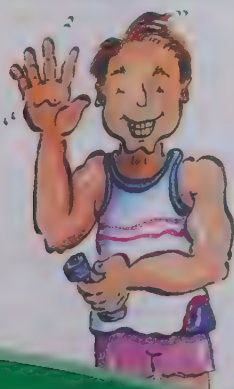
Write in the weights to make these lifts balance.



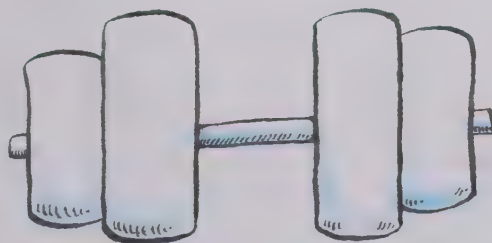
The total weight is kg.



The total weight is kg.



I can lift 14 kg.
Write the
weights on
my bar.



Teacher's notes

Look at each problem and write your answers in the spaces provided.



Date _____

Clown quarters

- Know that quarter past 3 is the same as three fifteen



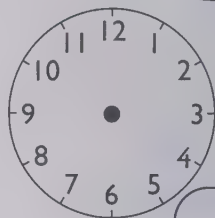
a quarter hour later



11:30



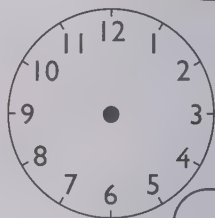
a quarter hour later



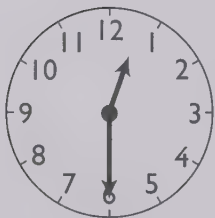
:



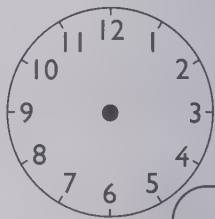
a quarter hour later



:



a quarter hour before



:



a quarter hour before



:

Teacher's notes

In each row, look at the time on the first clock and the instruction on the arrow card. Now draw and write the new times on the analogue and digital clocks.

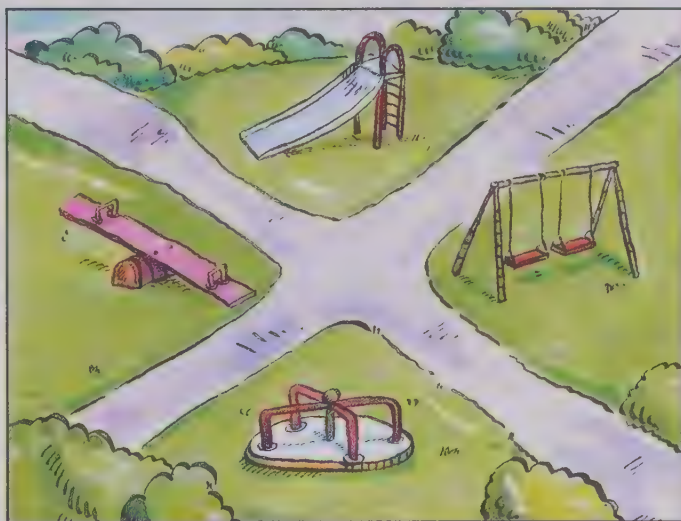
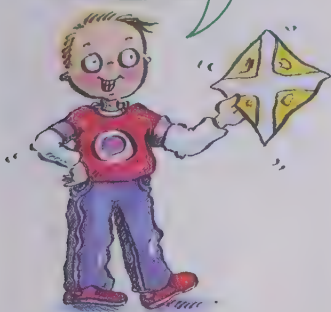
Date _____



Playpark quarter turns

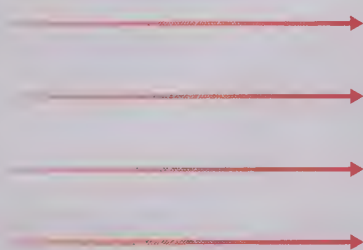
- Turn on the spot through whole, half or quarter turns

This is
my drawing of
my playpark

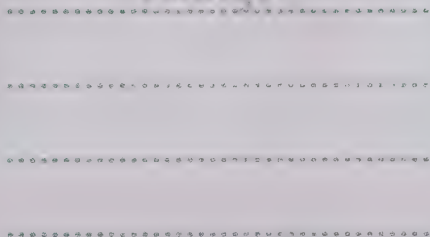


I face the
slide
roundabout
see-saw
swings

$\frac{1}{4}$ turn to the right →

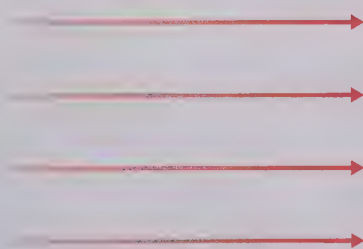


I now face the
swings

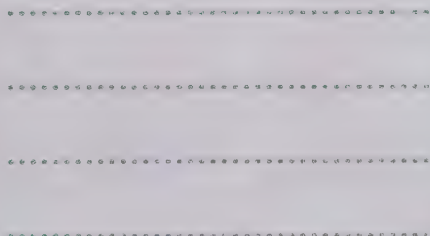


I face the
slide
roundabout
see-saw
swings

$\frac{1}{4}$ turn to the left →



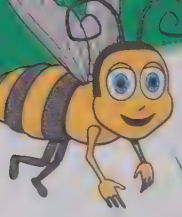
I now face the



Teacher's notes

Look at the playground equipment. In the spaces provided, write where you will be facing when (top) you make a quarter turn to the right, and (bottom) a quarter turn to the left.





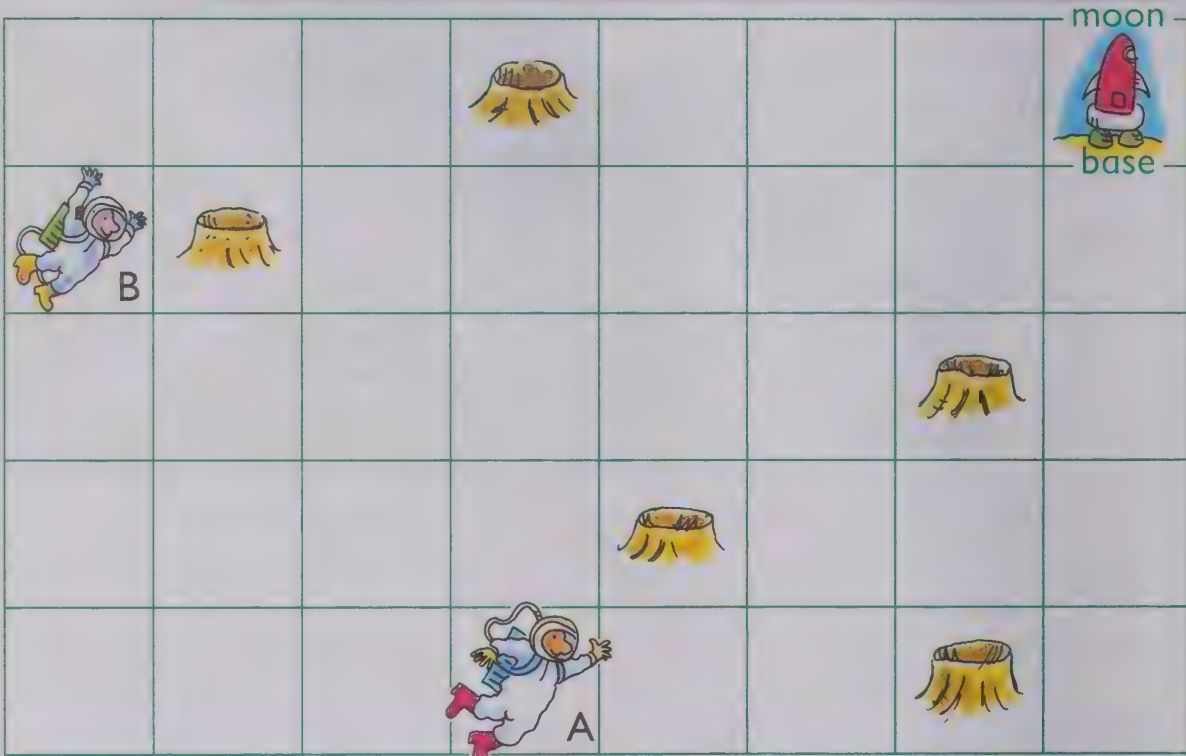
Date _____

Routes to moon base

You need:

- coloured pencils

- Give instructions for moving along a route



Space log: Astronaut A

1. along 2 squares
2. turn left
3.
4.
5.
6.

Space log: Astronaut B

1. turn
2.
3.
4.
5.
6.

Teacher's notes

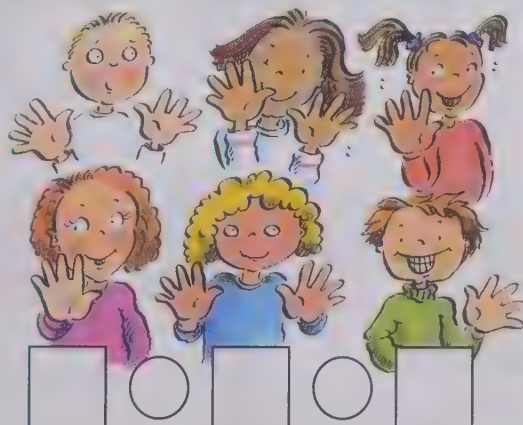
Find a safe route for each astronaut to return to the moon base. Draw each route in a different colour. The route must avoid the moon craters. Complete the space log underneath.

Date _____



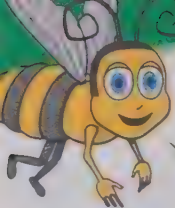
Give me five!

● Understand multiplication



Teacher's notes

Look at the number of fingers and thumbs held up by each group of children. Now calculate the total number of fingers and thumbs and write the multiplication calculation underneath.



Date _____

Unit 12 Literacy

Fruit calculations

- Understand multiplication and division

The page contains 14 trees and 14 pieces of fruit, each with a math problem or answer. A line connects the tree with 7×1 to the apple with the number 7.

Tree / Fruit	Equation / Answer
Tree 1	7×1
Fruit 1	7
Fruit 2	4
Tree 2	$40 \div 10$
Tree 3	3×10
Tree 4	$10 \div 1$
Tree 5	9×1
Fruit 3	30
Fruit 4	2
Fruit 5	9
Tree 6	5×10
Tree 7	$60 \div 10$
Tree 8	8×10
Tree 9	$20 \div 10$
Fruit 6	80
Fruit 7	6
Fruit 8	50
Fruit 9	10
Fruit 10	8
Fruit 11	5

Teacher's notes

Look at the trees and join the multiplication or division number sentence to the fruit showing the correct answer.

Date _____

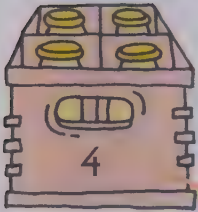


Milk bottle multiplication

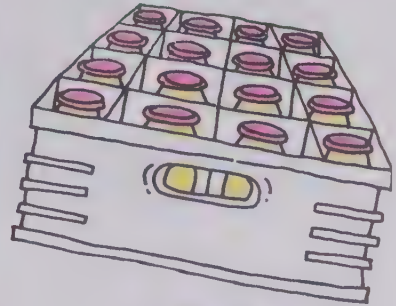
You need:

- coloured pencils

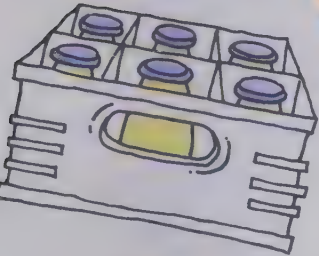
- Understand multiplication



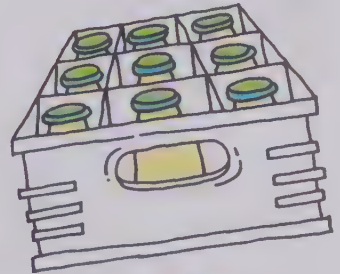
$$2 \times 3 = \square$$



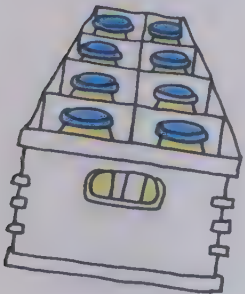
$$4 \times 2 = \square$$



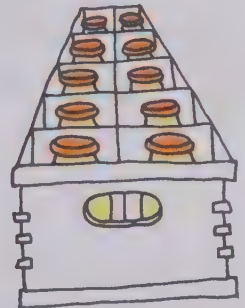
$$4 \times 4 = \square$$



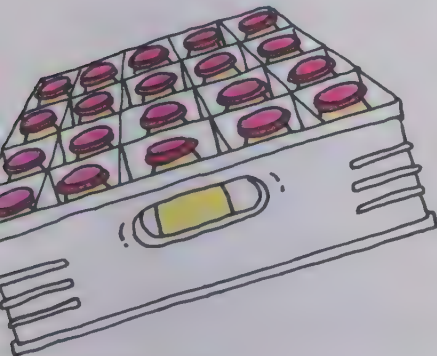
$$2 \times 2 = \square$$



$$5 \times 2 = \square$$

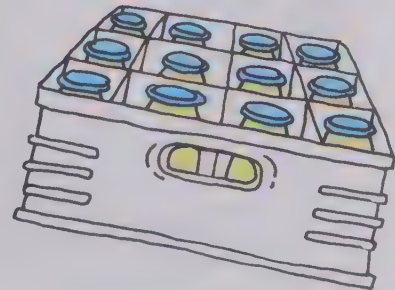


$$3 \times 3 = \square$$



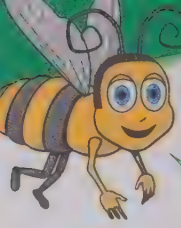
$$5 \times 4 = \square$$

$$3 \times 4 = \square$$



Teacher's notes

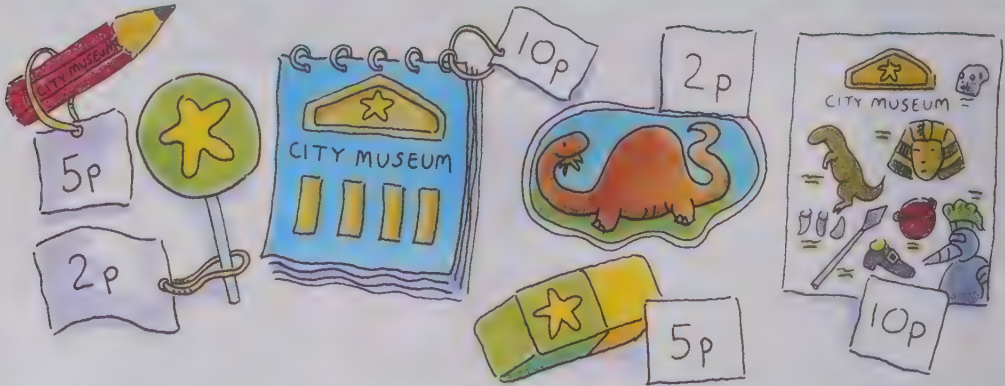
Count the milk bottles in each crate and write the number on the crate. Now complete the calculation. Colour the crate to match the correct multiplication calculation.



Date _____

Museum multiplication

● Solve word problems about money



Amir buys
two pencils.

$$2 \times 5p = 10p$$

Amir spends p.



Ella buys
six lollipops.

$$\square \times \square = \square$$

Ella spends p.



Holly buys
two notebooks.

$$\square \times \square = \square$$

Holly spends p.



Joseph buys
seven stickers.

$$\square \times \square = \square$$

Joseph spends p.



Ellis buys
five rubbers.

$$\square \times \square = \square$$

Ellis spends p.



Yee buys
three posters.

$$\square \times \square = \square$$

Yee spends p.

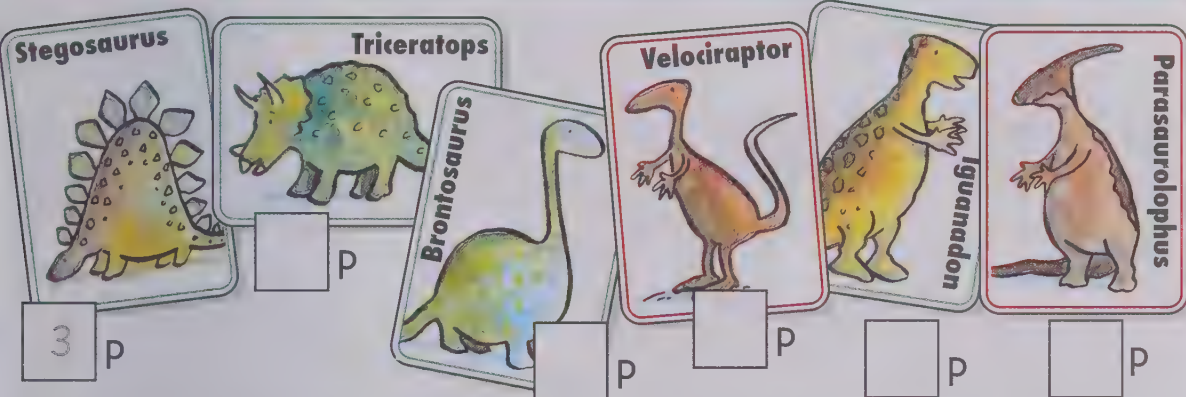
Teacher's notes

Look at each word problem and work out how much money each child spends in the museum shop.

Date _____

Dinosaur division

● Solve word problems



Cavan buys two Stegosaurus stickers.

He spends 6p.



$$6p \div 2 = 3p$$

Ayesha buys 4 Triceratops stickers.

She spends 8p.



$$[] \times 4 = 8p$$

Caie buys 5 Brontosaurus stickers.

He spends 10p.



$$[] \times 5 = 10p$$

Ellie buys 2 Velociraptor stickers.

She spends 12p.



$$[] \times 2 = 12p$$

Lucy buys 2 Iguanodon stickers.

She spends 20p.



$$[] \times 2 = 20p$$

Patrick buys 3 Parasaurolophus stickers.

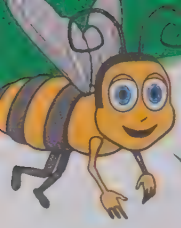
He spends 9p.



$$[] \times 3 = 9p$$

Teacher's notes

Look at each word problem and work out how much each dinosaur sticker costs. Complete the price labels at the top and then the calculation for each problem.



Date _____

Moon multiplication

- Find a missing number in a number sentence

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

$$2 \times \square = 10$$

$$5 \times \square = 15$$

$$10 \times \square = 30$$

$$4 \times \square = 12$$

$$2 \times \square = 16$$

$$5 \times \square = 25$$

$$3 \times \square = 18$$

$$4 \times \square = 24$$

Teacher's notes

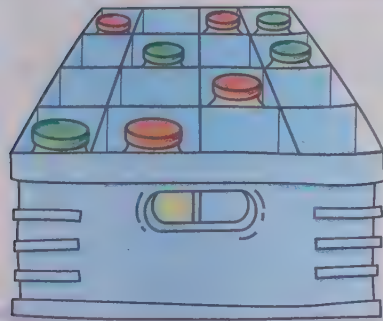
Find out how the rocket travels by looking at the number shown on it. Use the number line to work out the missing number in each multiplication calculation.



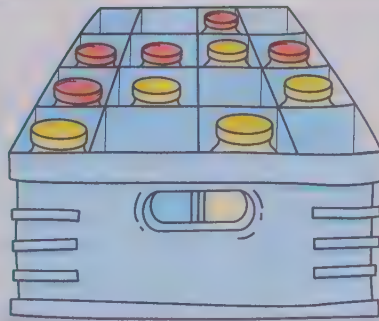
Date _____

Dairy division

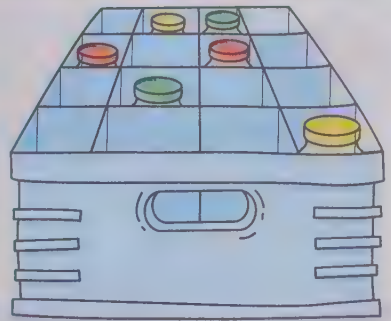
Understand division



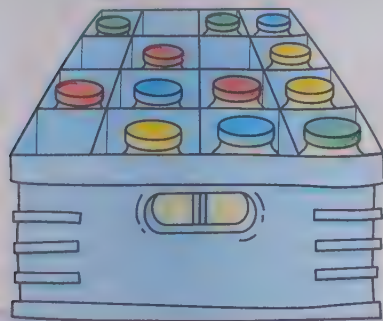
$$8 \div 2 = 4$$



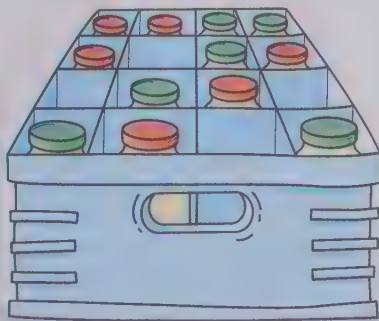
$$10 \div 2 = \square$$



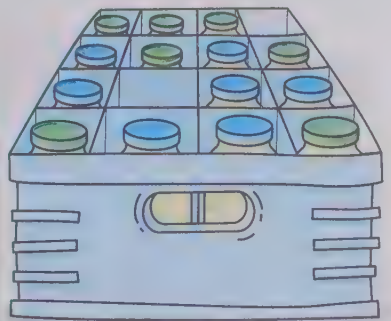
$$\square \div 3 = \square$$



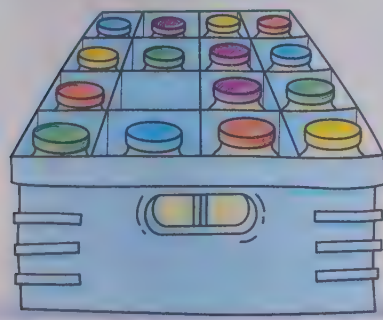
$$\square \div \square = \square$$



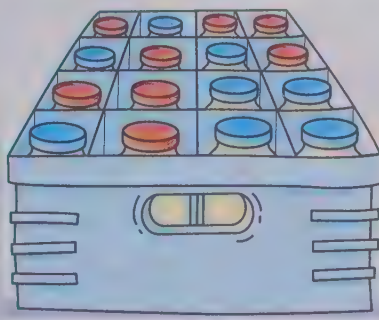
$$\square \div \square = \square$$



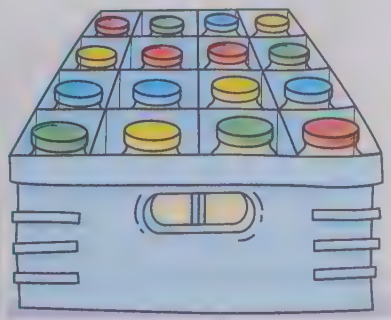
$$\square \div \square = \square$$



$$\square \div \square = \square$$



$$\square \div \square = \square$$

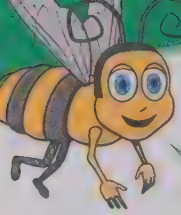


$$\square \div \square = \square$$

Teacher's notes

Look at each crate of milk bottles. They are divided into groups according to their coloured tops. Count the number of bottles in each crate and write the division calculation for each one.

Date _____



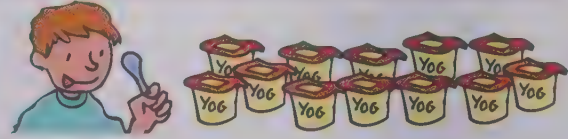
Shopping problems

● Solve word problems



Ella has five coins in her purse.
Each coin is a £2 coin. How much
does she have to spend?

$$\boxed{5} \times \boxed{\text{£}2} = \boxed{}$$



Ben picks up a packet of 12 yogurts.
Half are strawberry flavour and
half are blackcurrant. How many
of each flavour are there?

$$\boxed{} \div \boxed{} = \boxed{}$$



Theo picks up 15 apples and shares
them equally between 3 bags.
How many apples in each bag?

$$\boxed{} \div \boxed{} = \boxed{}$$



Min buys 3 packs of stickers.
There are 9 stickers in each pack.
How many stickers does she have?

$$\boxed{} \times \boxed{} = \boxed{}$$



Katie has 5 packets of cookies.
Each packet has 8 cookies inside.
How many cookies altogether?

$$\boxed{} \times \boxed{} = \boxed{}$$



Alex has 20 eggs. He puts them
into 3 egg boxes. How many eggs
in each box...

$$\boxed{} \div \boxed{} = \boxed{}$$

...and how many remaining?

$$\boxed{}$$

Teacher's notes

Look at each word problem and decide whether it is a multiplication or a division calculation.
Complete each number sentence in the space underneath.



Date _____

Traction fractions

You need:

- coloured pencils

- Find one half of sets of objects

Colour half
of the boxes.



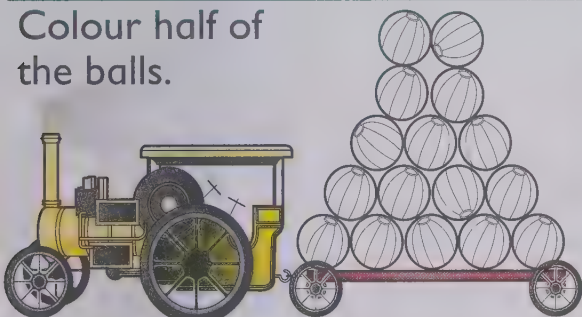
Half of is .

Colour half of
the bales yellow.



Half of is .

Colour half of
the balls.



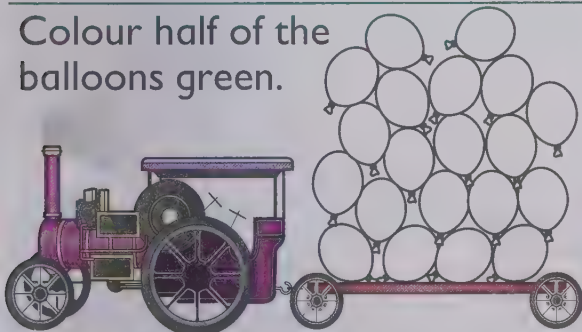
Half of is .

Colour half of the
childrens T-shirts red.



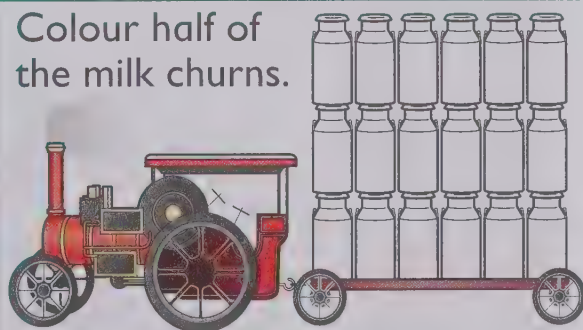
Half of is .

Colour half of the
balloons green.



Half of is .

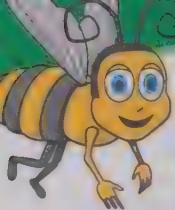
Colour half of
the milk churns.



Half of is .

Teacher's notes

Follow the instructions for each picture, then write what half of each set is.



Date _____

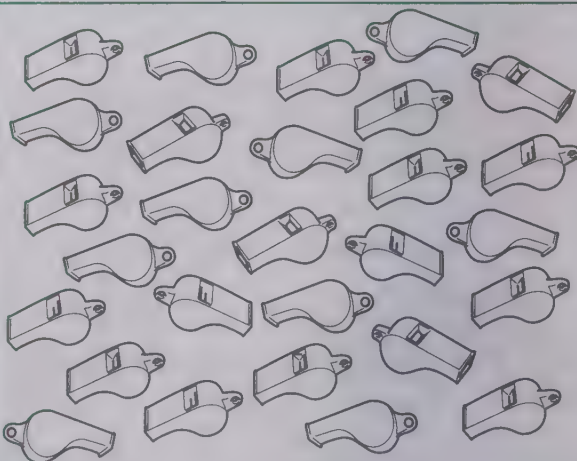
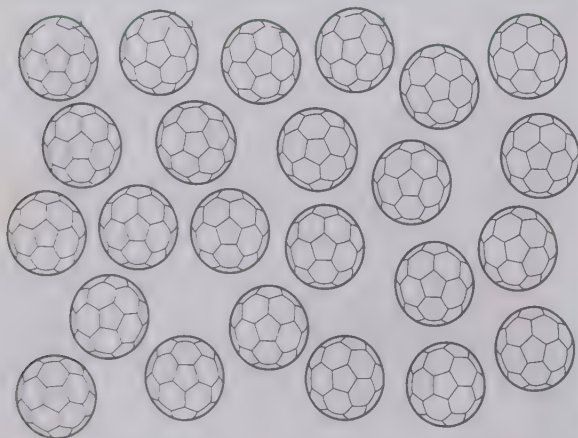
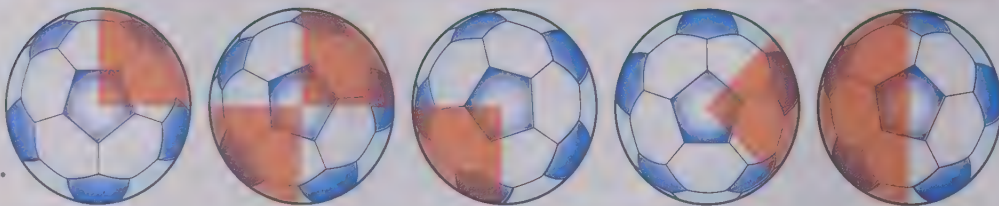
Quarter-final quarters

You need:

- coloured pencils

- Find one quarter of sets of objects

Circle
the balls
where $\frac{1}{4}$
is shaded.



Teacher's notes

Read the instructions for each picture, then circle or colour as required to find one quarter of each object or set of objects.

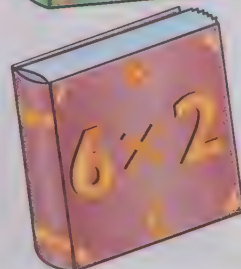
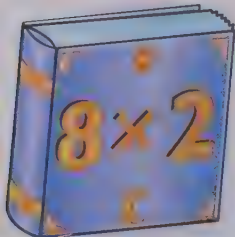
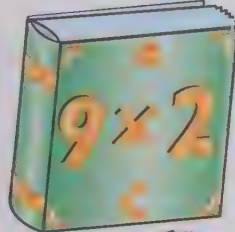
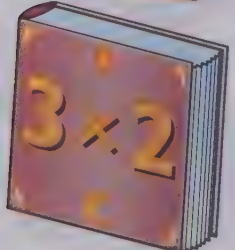
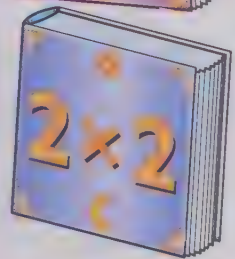
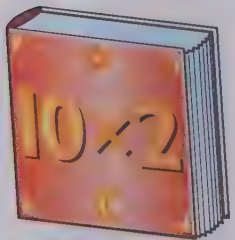
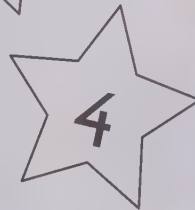
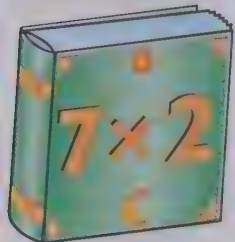
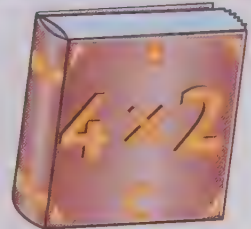
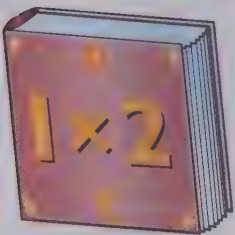
Date _____

Maths magician multiples

You need:

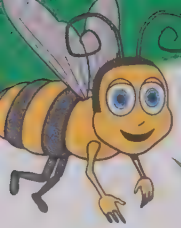
● coloured pencils

- Know the 2 times table and recognise multiples of 2



Teacher's notes

Colour the stars showing multiples of 2, then draw a line to join the star to the correct multiplication calculation on the magician's spell books.



Date _____

Fantastic fives!

- Know the 5 times table and recognise multiples of 5



Teacher's notes

Circle the magic bottles showing multiples of 5, then draw a line to join the bottle to the correct multiplication calculation on the magician's cauldrons.

Date _____

Magic trick tens

- Know the 10 times table and recognise multiples of 10

You need:

- coloured pencils



Teacher's notes

Colour the cards showing multiples of 10, then draw a line to join the card to the correct multiplication calculation on the magician's hats and wands.



Date _____

Doubles and halves

You need:

- coloured pencils

- Understand that halving is the opposite of doubling
- Know doubles of all numbers to 20, and the matching halves

doubles
 $\times 2$

5, 4, 7, 8, 10

10, [], [], [], []

halves
 $\div 2$

6, 18, 8, 12, 14

3, [], [], [], []

Teacher's notes

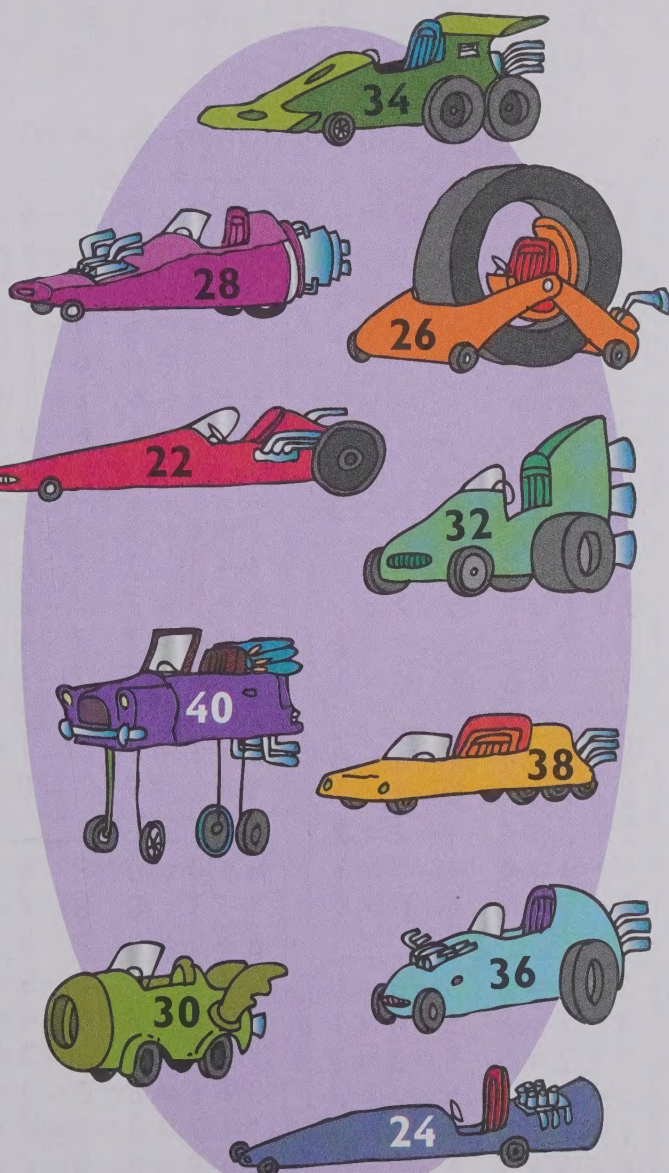
Look at the numbers going into each machine. Double or halve each one and colour it to match the answer underneath each machine.



Date _____

Doubles to 20

- Understand that halving is the opposite of doubling
- Know doubles of all numbers to 20, and the matching halves

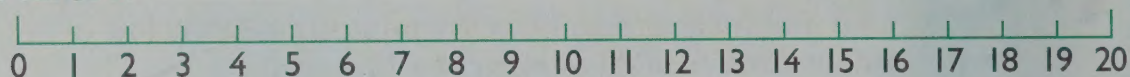


Teacher's notes

Match each driver to the car showing the double of their number.

Maths Facts

Number



Place value

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Addition and subtraction facts to 10

0
 $0 + 0 = 0$ $0 - 0 = 0$

1
 $1 + 0 = 1$ $1 - 1 = 0$
 $0 + 1 = 1$ $1 - 0 = 1$

2
 $2 + 0 = 2$ $2 - 2 = 0$
 $1 + 1 = 2$ $2 - 1 = 1$
 $0 + 2 = 2$ $2 - 0 = 2$

3
 $3 + 0 = 3$ $3 - 3 = 0$
 $2 + 1 = 3$ $3 - 2 = 1$
 $1 + 2 = 3$ $3 - 1 = 2$
 $0 + 3 = 3$ $3 - 0 = 3$

4
 $4 + 0 = 4$ $4 - 4 = 0$
 $3 + 1 = 4$ $4 - 3 = 1$
 $2 + 2 = 4$ $4 - 2 = 2$
 $1 + 3 = 4$ $4 - 1 = 3$
 $0 + 4 = 4$ $4 - 0 = 4$

5
 $5 + 0 = 5$ $5 - 5 = 0$
 $4 + 1 = 5$ $5 - 4 = 1$
 $3 + 2 = 5$ $5 - 3 = 2$
 $2 + 3 = 5$ $5 - 2 = 3$
 $1 + 4 = 5$ $5 - 1 = 4$
 $0 + 5 = 5$ $5 - 0 = 5$

6
 $6 + 0 = 6$ $6 - 6 = 0$
 $5 + 1 = 6$ $6 - 5 = 1$
 $4 + 2 = 6$ $6 - 4 = 2$
 $3 + 3 = 6$ $6 - 3 = 3$
 $2 + 4 = 6$ $6 - 2 = 4$
 $1 + 5 = 6$ $6 - 1 = 5$
 $0 + 6 = 6$ $6 - 0 = 6$

7
 $7 + 0 = 7$ $7 - 7 = 0$
 $6 + 1 = 7$ $7 - 6 = 1$
 $5 + 2 = 7$ $7 - 5 = 2$
 $4 + 3 = 7$ $7 - 4 = 3$
 $3 + 4 = 7$ $7 - 3 = 4$
 $2 + 5 = 7$ $7 - 2 = 5$
 $1 + 6 = 7$ $7 - 1 = 6$
 $0 + 7 = 7$ $7 - 0 = 7$

8
 $8 + 0 = 8$ $8 - 8 = 0$
 $7 + 1 = 8$ $8 - 7 = 1$
 $6 + 2 = 8$ $8 - 6 = 2$
 $5 + 3 = 8$ $8 - 5 = 3$
 $4 + 4 = 8$ $8 - 4 = 4$
 $3 + 5 = 8$ $8 - 3 = 5$
 $2 + 6 = 8$ $8 - 2 = 6$
 $1 + 7 = 8$ $8 - 1 = 7$
 $0 + 8 = 8$ $8 - 0 = 8$

9
 $9 + 0 = 9$ $9 - 9 = 0$
 $8 + 1 = 9$ $9 - 8 = 1$
 $7 + 2 = 9$ $9 - 7 = 2$
 $6 + 3 = 9$ $9 - 6 = 3$
 $5 + 4 = 9$ $9 - 5 = 4$
 $4 + 5 = 9$ $9 - 4 = 5$
 $3 + 6 = 9$ $9 - 3 = 6$
 $2 + 7 = 9$ $9 - 2 = 7$
 $1 + 8 = 9$ $9 - 1 = 8$
 $0 + 9 = 9$ $9 - 0 = 9$

10
 $10 + 0 = 10$ $10 - 10 = 0$
 $9 + 1 = 10$ $10 - 9 = 1$
 $8 + 2 = 10$ $10 - 8 = 2$
 $7 + 3 = 10$ $10 - 7 = 3$
 $6 + 4 = 10$ $10 - 6 = 4$
 $5 + 5 = 10$ $10 - 5 = 5$
 $4 + 6 = 10$ $10 - 4 = 6$
 $3 + 7 = 10$ $10 - 3 = 7$
 $2 + 8 = 10$ $10 - 2 = 8$
 $1 + 9 = 10$ $10 - 1 = 9$
 $0 + 10 = 10$ $10 - 0 = 10$

Times table facts

1-100 number square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2 times table

$$\begin{array}{ll} 1 \times 2 = 2 & 6 \times 2 = 12 \\ 2 \times 2 = 4 & 7 \times 2 = 14 \\ 3 \times 2 = 6 & 8 \times 2 = 16 \\ 4 \times 2 = 8 & 9 \times 2 = 18 \\ 5 \times 2 = 10 & 10 \times 2 = 20 \end{array}$$

5 times table

$$\begin{array}{ll} 1 \times 5 = 5 & 6 \times 5 = 30 \\ 2 \times 5 = 10 & 7 \times 5 = 35 \\ 3 \times 5 = 15 & 8 \times 5 = 40 \\ 4 \times 5 = 20 & 9 \times 5 = 45 \\ 5 \times 5 = 25 & 10 \times 5 = 50 \end{array}$$

10 times table

$$\begin{array}{ll} 1 \times 10 = 10 & 6 \times 10 = 60 \\ 2 \times 10 = 20 & 7 \times 10 = 70 \\ 3 \times 10 = 30 & 8 \times 10 = 80 \\ 4 \times 10 = 40 & 9 \times 10 = 90 \\ 5 \times 10 = 50 & 10 \times 10 = 100 \end{array}$$

Shape and space

2-D shapes



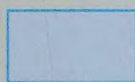
circle



triangle



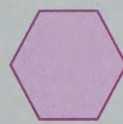
square



rectangle



pentagon

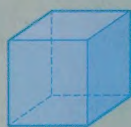


hexagon

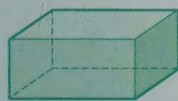


octagon

3-D solids



cube



cuboid



cone



cylinder



sphere



triangular-based pyramid



square-based pyramid

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